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ABSTRACT

This comprehensive fact book is part of the institutional effectiveness effort at El Centro College in Texas. It provides extensive information on students, graduation, performance measures, continuing education, faculty, and finances. Report highlights (for fall 2000, unless noted otherwise) include: (1) unduplicated headcount was 4,227; (2) females made up 68% of enrollment; (3) 39% of students were African American, 31% White, 22% Hispanic, and 7% "other"; (4) average student age was 29; (5) only 23% of students were enrolled full time; (6) for academic year 1999-2000, 133 certificates and 370 associate degrees were awarded; (7) 39% of the degrees were in nursing, 15% in liberal arts, and 11% in legal assistance; (8) in fall 1999, El Centro had an 81% course completion rate, comparable to the state's (80%) and higher than the district's (76%); (9) 37% of students earned less than $8,000 per year, and 13% earned more than $27,000; (10) 40% of students reported job-related reasons for attending the school; (11) for academic year 1999-2000, headcount for continuing/workforce education was 10,364; (12) in fall 1999, the college employed 315 faculty, 56% of whom were female and 76% of whom were White; (13) in 1999, 45 faculty members held doctoral degrees and 157 held master's degrees; (14) in 1999, 210 of the faculty members were between 41 and 60 years of age; (15) average salary reported for faculty members in academic year 1999-2000 was $53,049 for males and $48,111 for females, a decline from 1997-1998; and (16) total current funds revenue for fiscal year 1998-1999 was $24,304,542. Contains numerous tables and graphs. (EMH)

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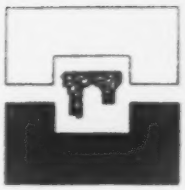

El Centro College
Dallas County Community College District

The College Fact Book:
Academic Year 2000-2001

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Office of Institutional Effectiveness & Research
El Centro College
Main and Lamar Streets, Room A226
Dallas, Texas 75202-3604
Tel: (214) 860-2016
Fax: (214) 860-2335
kcl5413@dcccd.edu

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THE PRESIDENT'S MESSAGE

We are pleased to provide the Chancellor's Cabinet and the leadership groups of El Centro College the fifth edition of the El Centro College Fact Book. This information source is one element in the institutional effectiveness program of the College, and serves the purpose of supplementing the Board Indicator Reports prepared by the District Office of Institutional Research.

In addition to serving as a useful data source, the Fact Book assists the College Planning Council in the development and monitoring of the College's strategic, operational, and enrollment management plans.

Since the publication of the fourth edition of the Fact Book, our Research Office has developed location-based performance indicators that are published in the Annual Indicator Report. This report reflects the indicators of success in achieving the El Centro College Goals on an annual basis. From this report the management of the college can not only measure progress, but also identify those areas that will require our close attention.

The College Planning Council has formed a Sub-Committee on Review and Renewal of College Instructional Units and Services. The data contained in the Fact Book is proving useful in the system of periodic program and services review and renewal.

We are appreciative of the excellent work provided by the Assistant Dean for Institutional Effectiveness and Research, Karen Laljiani, in producing this valuable working tool.

As always, we invite comments and suggestions on how the El Centro College Fact Book can be improved and enhanced as future editions are prepared.

Wright L. Lassiter, Jr., Ed.D.
President
May 2001

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Preface

The Fact Book is part of the Institutional Effectiveness effort at El Centro College. It is designed to provide College Administrators, Staff and Faculty with information about El Centro College's student, faculty, and financial characteristics so that data informed decisions can be made. As in earlier editions, data are presented for five years, so trends may be observed. For the most part, line graphs illustrate the five-year trends, and pie charts and bar charts illustrate the most recent year or semester of data.

Whenever possible, data are aggregated directly from standardized reports, in order to ensure consistency between different sources of data. The sources of the data are footnoted on each entry, so that the scope and limitations of the data can be better understood. The student data, for example, are taken mostly from the District Student Statistics Reports and the Facts Briefs. These data are presented because they are commonly used within the District, and because they have been the basis of the previous Fact Books published by El Centro College. The limitation on this data is that the headcount and enrollment figures do not reflect students who are enrolled in programs Home/Hosted by El Centro College on other DCCCD campuses. Other tables are derived from Coordinating Board and IPEDS reports, and, occasionally, are pulled directly from the District Colleague Database.

Several new data tables have been added to this year's Fact Book. District comparisons of enrollment and contact hours have been added. Improved mapping software has allowed the inclusion of geographical information on credit and continuing education enrollment. A student retention/success model has been developed, using Colleague database queries and transfer data obtained from the THECB. Legislative Budget Board Indicator data has also been added for the first time. Data from the Student Information Profile replaces what used to be the "CASES" data. Continuing Education data is once again included in the Fact Book, and several new tables that compare these students to the credit students at El Centro have been added. Within the Employee section, we have added a new table that compares this year's employees by ethnicity to last year's employees. Finally, a new table has been added that details the grants and external funding that El Centro College has received within the past year.

Please take time to review this document, and then send us your comments and recommendations, so that we can continue to improve and enhance this document. We are especially interested to hear whether the new data that has been added to the Fact Book is helpful to you. Assist us in making the Fact Book a more effective analytical tool by sending your suggestions to:

Office of Institutional Effectiveness and Research
El Centro College, room A226
Main and Lamar, Dallas, TX 75202
Phone: (214) 860-2016
E-mail: laljiani@dcccd.edu

El Centro COLLEGE

Mission

El Centro College: at the forefront of education, serving the community in an urban, multicultural setting.

Purpose*

In keeping with the mission, the purpose of El Centro College is to provide:

1) Freshman and sophomore courses in arts and sciences;
2) Workforce education programs leading to associate degrees or certificates;
3) Continuing adult education programs for occupational or cultural enrichment;
4) Work force development programs designed to meet local and statewide needs;
5) Education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of under-prepared students;
6) On-going counseling and guidance designed to assist students in achieving their individual educational goals;
7) Adult literacy and other basic skills programs; and
8) Such other purposes as may be prescribed by the THECB or local governing boards in the best interest of post-secondary education in Texas.

**** Purpose is adapted from Texas Education Code 130.003e.***

Vision

El Centro College is a vibrant urban community college committed to a seamless educational process for all it serves. The college will focus its resources on support of life-long learning, emphasizing systematic assessment and intervention as indicated for its students.

El Centro College will design and implement a comprehensive planning process that addresses curriculum development and refinement, educational technology innovation, budget, efficient allocation of resources, and continuous quality improvement. This planning process will encompass all aspects of the college, including recruitment, retention, course/program offerings and commitment to future directions.

Recognizing the unique opportunity offered by an urban multicultural setting, El Centro College will purposefully develop transcultural values and competencies in every aspect of the college experience. While attending to the distinctive needs of each individual, the college will initiate strategies for advancing a global perspective that promotes responsible citizenship throughout the college community.

Core Values

We are guided in achieving our mission by a set of core values, which direct all we do.

We value DIVERSITY
Therefore we:
- Welcome diverse perspectives and viewpoints both in and out of the classroom.
- Incorporate appreciation and respect of all people into all aspects of the College.
- Encourage an inclusive, collegial environment.

We value CONNECTEDNESS
Therefore we:
- Establish partnerships with our urban community for cooperative use of resources.
- Seek opportunities to meet the needs of the areas we serve.
- Encourage our interdependence, recognizing that we rely on and learn from each other and that we grow from our common experiences.

We value CONTINUOUS IMPROVEMENT
Therefore we:
- Provide viable programs with relevance to the future.
- Scan internal and external environments to update services, instruction and technology.
- Maintain quality education through a dynamic planning and evaluation process.
- Promote professional development that makes us effective employees.

We value LEARNING
Therefore we:
- Provide quality instruction in all disciplines and programs.
- Provide educational opportunities to people who seek our services, recognizing that they bring diversity of purpose, circumstance, background, skills and ability.
- Offer student services and activities, on-campus employment, youth programs, and service learning, recognizing that learning goes beyond the classroom, and that students learn from all members of the El Centro community.

We value SERVICE
Therefore we:
- Provide a safe, friendly environment for learning.
- Offer innovative educational opportunities, at times and in ways that are accessible to students.
- Give service beyond expectation in all areas of the college.

Goals

(from the 2000-2005 Strategic Plan)

- Goal 1A - Career Preparation: ECC students will obtain the knowledge, skills and services needed to succeed in jobs and careers that will meet the area workforce needs.
- Goal 1B - Transfer Preparation: ECC students will obtain the freshman and sophomore level knowledge, skills, and services needed to succeed in earning a baccalaureate degree.
- Goal 2 - Continuing/Workforce Education: ECC students will obtain quality continuing/workforce education to enrich their lives personally, socially, and culturally and to upgrade occupational and job skills.
- Goal 3 - Basic Skills: ECC students will acquire basic literacy skills and developmental education to participate more fully in a diverse community and become ready to participate successfully in college-level curricula.
- Goal 4 - Technology: ECC will acquire, implement and support existing and emerging information and other technologies that provide convenient and flexible access to accredited and life-long learning opportunities, and to support all aspects of the teaching and learning environment.
- Goal 5 - Enrollment Management (Access, Recruitment, and Retention): The ECC student body will reflect the demographic characteristics of the Dallas County adult population and ECC will help them to persist in achieving their individual educational goals.
- Goal 6 - Diversity: ECC will create a climate that affirms cultural diversity and will seek to maintain a workforce that reflects the demographic characteristics of the Dallas County adult population.
- Goal 7 - Economic Development: ECC in partnership with business, industry, and governmental entities prepares a quality workforce to enhance economic development.
- Goal 8 - Citizenship: ECC students will acquire the knowledge and skills needed to succeed in and contribute to a global community, to understand the value of lifelong learning, and to exercise their rights and responsibilities as citizens.
- Goal 9 - Innovation and Program Development: ECC will develop programs of education and training that are adaptive to change and that encourage students to achieve academic and skill standards benchmarked to the highest in the country.
- Goal 10 - Physical Environment: ECC will maintain the campus facilities to ensure that the physical environment is conducive to effective teaching, learning, and college services.
- Goal 11 - Institutional Effectiveness: ECC will measure and assess instruction, recruitment, retention, learning outcomes and college services and use the results for continuous improvement.
- Goal 12 - Financial Resources: ECC will effectively utilize allocated financial resources and pursue opportunities to obtain additional resources to support programs and services.
- Goal 13 - Professional Development: ECC will invest in the professional development of faculty and staff in order to further the realization of the mission, vision and goals of the college.

Individual program accreditations, continued:

- Medical Laboratory Technology is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).
- The Paralegal program is approved by the American Bar Association.
- The Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession.
- The Radiologic Sciences Program is accredited by the Joint Review Committee in Radiologic Technology.
- The Respiratory Care program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Committee on Accreditation of Respiratory Care.
- The Surgical Technologist program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Accreditation Review Committee for Education Programs in Surgical Technology.
- The Interior Design Program is accredited by the Foundation for Interior Design Education Research

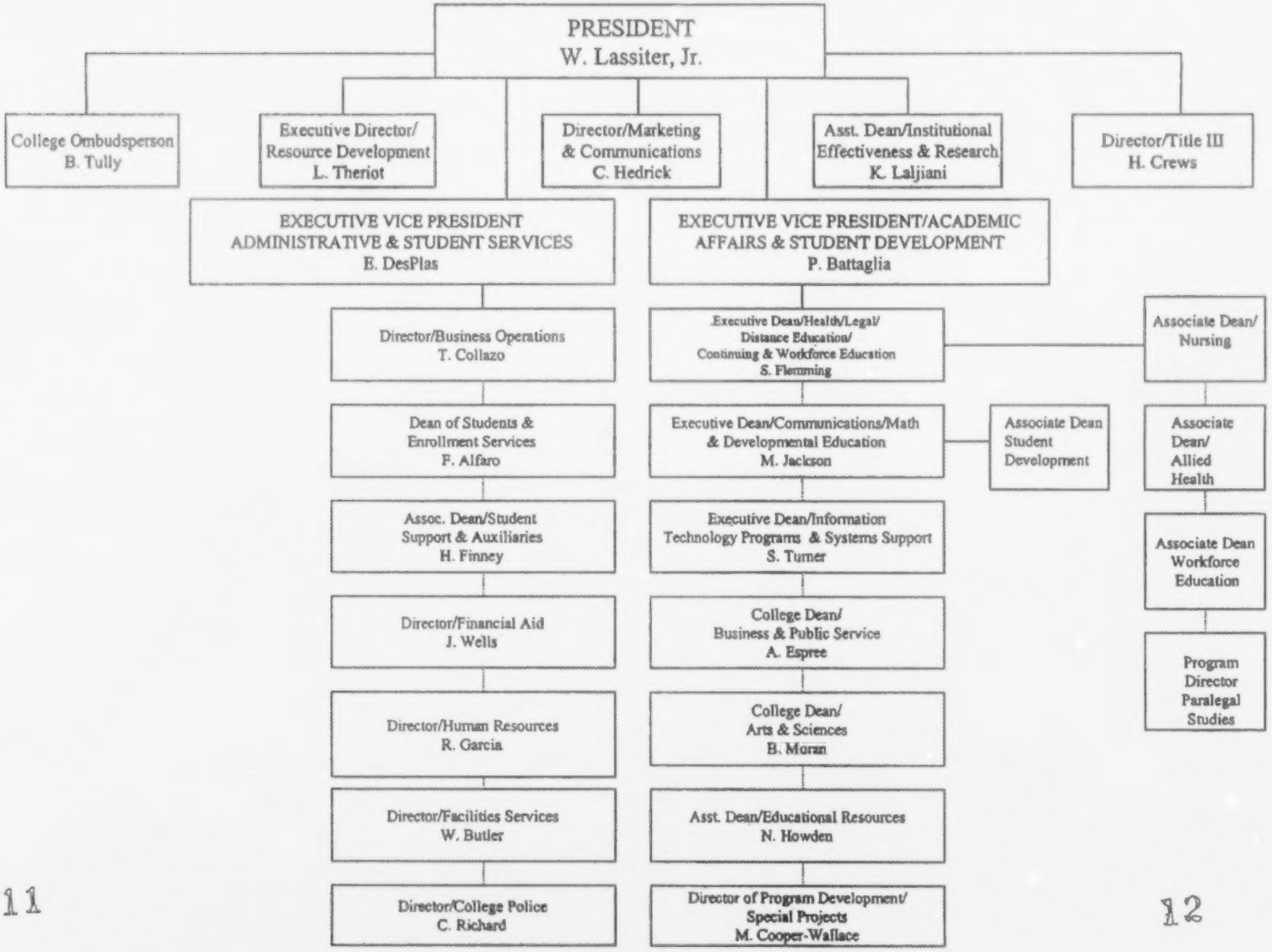
Institutional Memberships:

- American Association of Community Colleges
- American Council on Education
- League for Innovation
- North Texas Community and Junior College Consortium

Educational opportunities are offered by the Dallas County Community College District without regard to race, color, age, national origin, religion, sex, or handicap. ECC offers a comprehensive curriculum, which includes academic courses offered for University transfer, Continuing and Workforce Education courses for skills enhancement, certification and enrichment, and programs in the following fields of study:

- *Accounting*
- *Associate Degree Nursing*
- *Associate in Arts/Associate in Science*
- *Business Administration*
- *CISCO Local Academy*
- *Computer Information Systems (Including training in AS400e)*
- *Diagnostic Medical Sonography*
- *Echocardiology Technology*
- *Fashion Design*
- *Food and Hospitality Service/ Culinary Arts/Bakery Pastry*
- *Interior Design*
- *Internet Publishing and E-Commerce Technologies*
- *Invasive Cardiovascular Technology*
- *Management*
- *Medical Assisting*
- *Medical Laboratory Technology*
- *Medical Staff Services*
- *Medical Transcription*
- *Office Technology*
- *Paralegal*
- *Paramedic*
- *Radiologic Sciences*
- *Respiratory Care*
- *Small Business Academy*
- *Surgical Technologist*
- *Vocational Nursing*

El Centro College Functional Organization Chart



Approved by College Planning Council 5/16/01

GOVERNANCE

- **President's Cabinet**
  The President's Cabinet serves as the operational decision-making body for the college. The Cabinet addresses institution-wide issues and those institutional matters within the major divisions for which vice presidents, and other cabinet members, wish to receive guidance and counsel from the total senior officer corps of the college. The cabinet is supported in its decision-making role by the following advisory bodies that constitute representative components of college community members:

- **College Planning Council**
  The body charged with the responsibility of developing and monitoring the College Operational Plan; developing the planning and budgeting process; and issues related to accreditation and the Coordinating Board. The CPC meets once a month during full semesters, once during the summer term, and on-call for special needs.

- **College Vice President's Council**
  This body addresses issues relating to instruction and student services related to units under the supervision of the College Vice President.

- **Vice President for Administrative Services Council**
  This body addresses issues relating to the administrative area and the student service units under the supervision of the Vice President for Administrative Services.

- **Faculty Leaders Forum**
  This body will meet with the President's Cabinet and the Dean's Group twice per semester. The focus of this forum is directed toward issues and dialogue initiated by the faculty leaders. The College Vice President and the President of the Faculty Council will jointly develop the agenda.

- **Professional Support Staff Leaders Forum**
  This body will meet with the President's Cabinet and the Dean's Group once per semester. The emphasis will be on issues of special interest to the professional support staff of the college, with the dialogue being the overall objective. The agenda will be jointly developed by the PSS administrative liaison (VPAS) and the PSS President.

- **Student Leaders Forum**
  Once per semester the Students Leaders will meet with the President's Cabinet. The agenda for the meetings will be jointly developed by the Dean of Students and the SPAR Director as a result of ongoing meetings of the student leaders. An open invitation will be extended to any students to attend these forums.

- **Subcommittee on Institutional Review and Renewal**
  Members of the SIRR Committee are appointed by the College President upon the recommendation of the CVP. The SIRR Committee reports to the President's Cabinet and is chaired by the College Vice President. The SIRR Committee continually reviews program/discipline performance and the recommendations are fused into the overall planning process.

- **Faculty Dialogue**
  As a component of the Report Week activities each semester, the College Vice President will conduct an open dialogue session with the college faculty. The President will be available during the dialogue session to answer questions and provide input as needed. The President of the Faculty Council will be invited to suggest issues to be addressed by the College Vice President.

- **Professional Support Staff Dialogue**
  As a component of the Report Week activities each semester, the Vice President for Administrative Services will conduct an open dialogue session with the professional support staff members. The PSS President will be invited to suggest issues to be addressed by the Vice President for Administrative Services.

History and Accreditation

To meet the increased need for opportunity in higher education that their expanding economy and growing population demanded, the citizens of Dallas County voted in May, 1965, to establish the Junior College District. By a margin of more than three to one a bond issue of $41,500,000 was authorized. More than 50,000 citizens signed petitions to call the election. Each section of the county and each chamber of commerce of the county were represented at a steering committee. The Dallas County Junior College bond issue had widespread support from virtually every organized group in the County plus tremendous grass roots support from citizens at large who were convinced the junior college could solve or alleviate their dilemma.

El Centro College opened in 1966 as the first campus of the Dallas County Community College District (DCCCD). Located in the Central Business District of the City of Dallas, El Centro College enrolled over twenty-four hundred full time students in its first year of operation. In addition, evening and non-credit classes served over four thousand part-time students. Additional campuses opened in 1969 and 1970. At that time, students enrolled in Dallas County Junior Colleges reached around 18,000 to 20,000, with an additional 30,000 part-time students attending late afternoon and evening classes. Today, the Dallas County Community College District is among the largest in the United States.

El Centro College is Accredited and Approved by the Following:

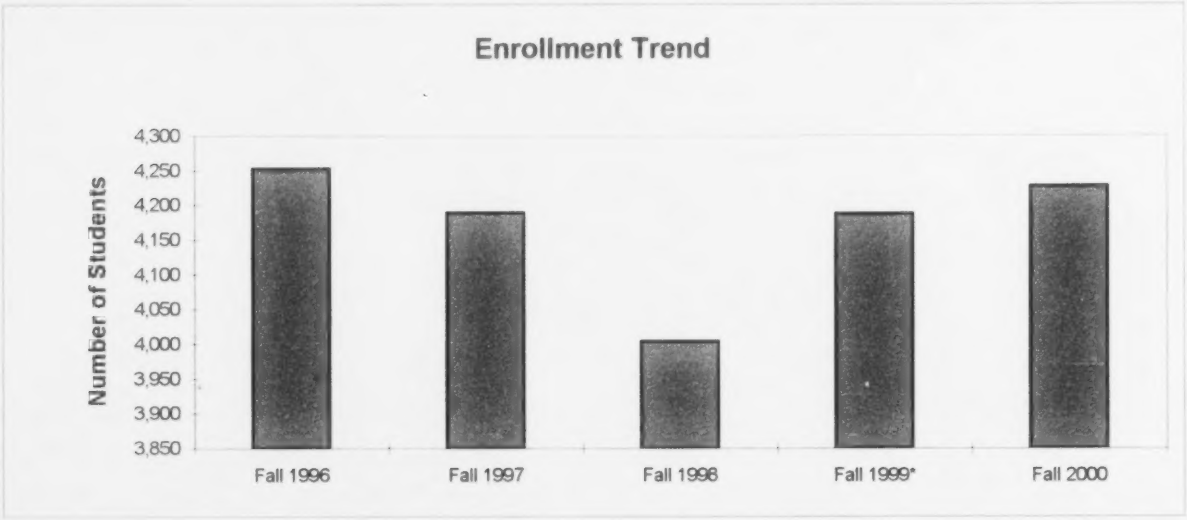
- Southern Association of Colleges and Schools Commission on Colleges (reaffirmed April 1993)
- Texas Higher Education Coordinating Board (reviewed May 2000)
- Texas Education Agency

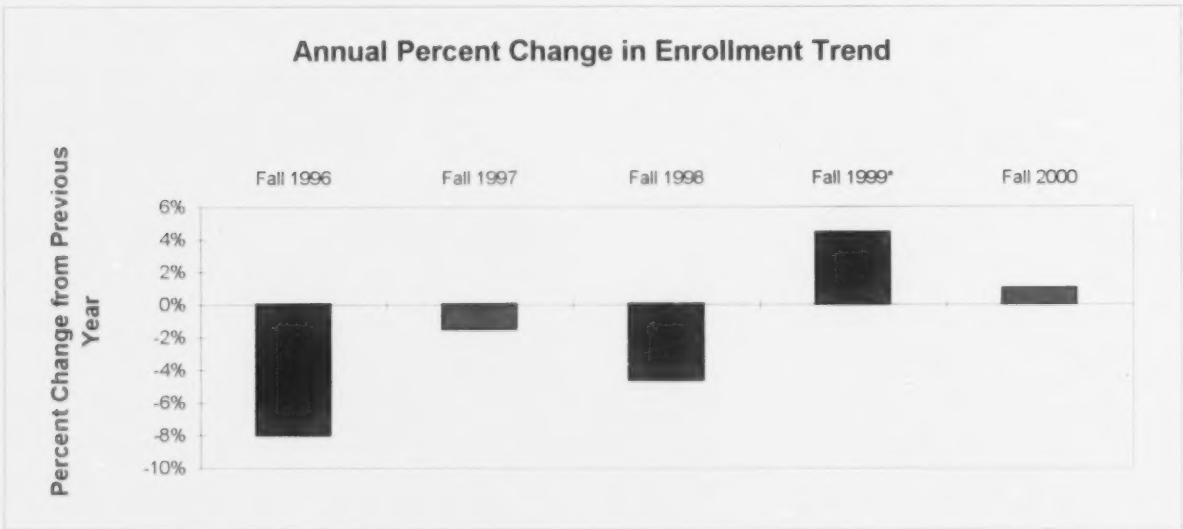
The following individual programs are independently accredited:

- National League for Nursing Accrediting Commission
  Accredits both the Associate Degree Nursing Program
  and the Vocational Nursing Program
- Diagnostic Medical Sonography is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography
- Echocardiology Technology is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology.
- Invasive Cardiovascular Technology is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Joint Review Committee on Education in Cardiovascular Technology.
- Medical Assisting is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Committee on Accreditation for Medical Assistant Education.

Enrollment Trends
Fall Semesters 1996 - 2000

	Fall 1996	*Fall 1997*	*Fall 1998*	*Fall 1999**	*Fall 2000*
Unduplicated Headcount	4,252	4,189	4,003	4,187	4,227
% Change From Previous Year	-8.0%	-1.5%	-4.6%	4.4%	0.9%



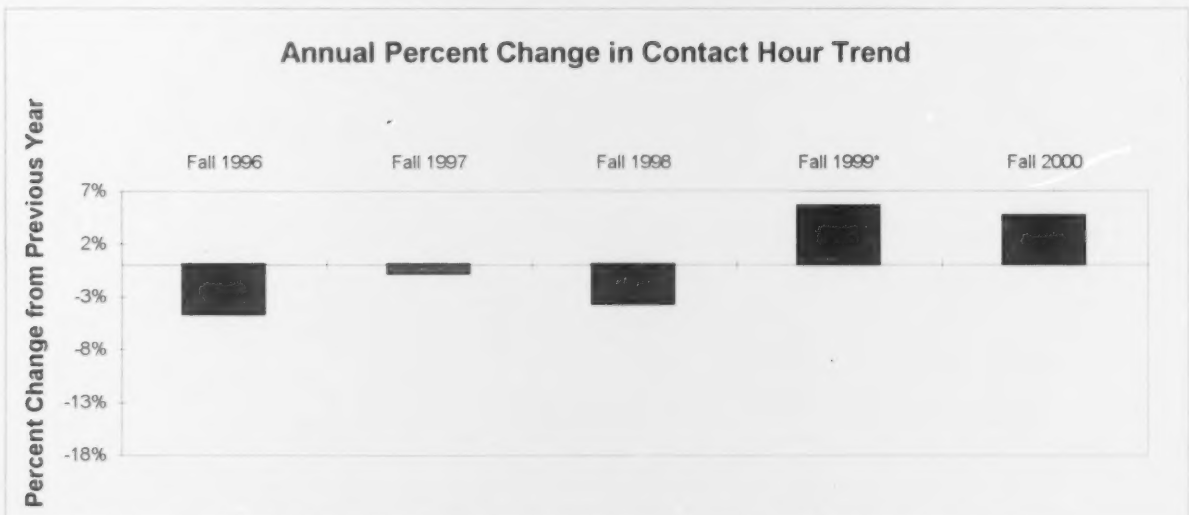


*Fall '99 data may be inflated due to a very late report date for the Student Statistics Report, brought about by the conversion to Datatel Colleague.

Note: Student Statistics Reports do not count home/host students at the home location.

Contact Hour Trends
Fall Semesters 1996 - 2000

	Fall 1996	*Fall 1997*	*Fall 1998*	*Fall 1999**	*Fall 2000*
Contact Hours	775,892	769,280	741,804	785,109	823,142
% Change From Previous Year	-4.7%	-0.9%	-3.7%	5.5%	4.6%

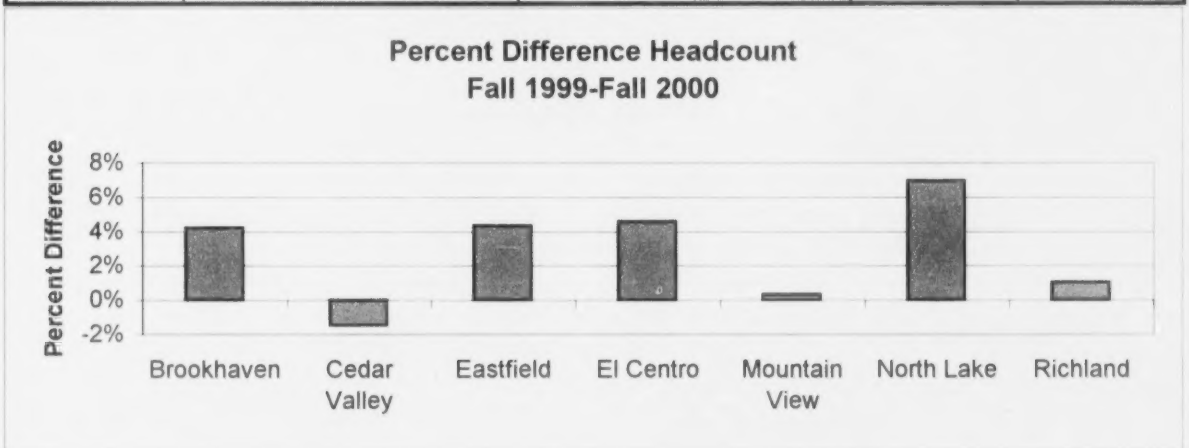


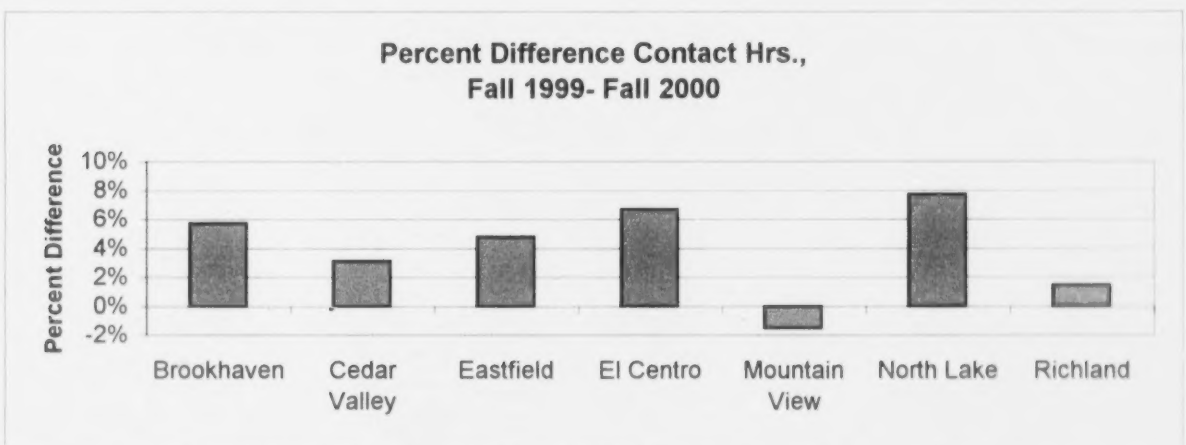
*Fall '99 data may be inflated due to a very late report date for the Student Statistics Report, brought about by the conversion to Datatel Colleague.

Note: Student Statistics Reports do not count home/host students at the home location.

District Comparisons
Fall Semesters 1999 - 2000

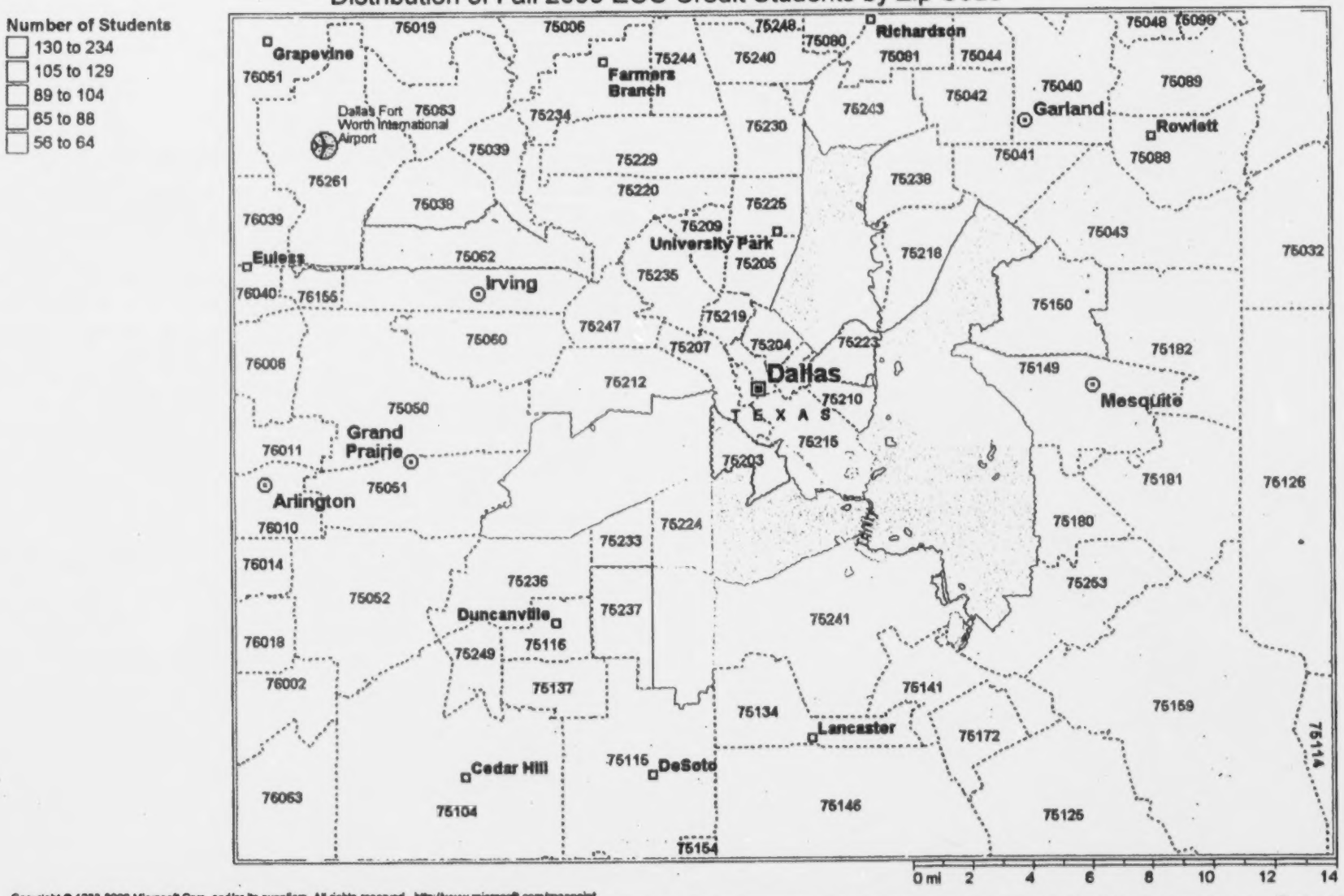
College	Fall 2000 Headcount	Fall 2000 Contact Hrs.	Fall 1999* Headcount	Fall 1999 Contact Hrs.	Percent Difference Headcount	Percent Difference Contact Hrs.
Brookhaven	8,199	1,332,728	7,867	1,260,704	4.22%	5.71%
Cedar Valley	2,832	496,088	2,874	481,152	-1.46%	3.10%
Eastfield	8,021	1,322,504	7,686	1,262,114	4.36%	4.78%
El Centro	4,227	823,142	4,042	771,619	4.58%	6.68%
Mountain View	5,223	798,288	5,206	810,640	0.33%	-1.52%
North Lake	7,422	1,190,400	6,939	1,105,372	6.96%	7.69%
Richland	12,316	2,052,700	12,189	2,023,704	1.04%	1.43%





*Does not match Fall 1999 Student Statistics Report, which was run much later in the semester due to Datatel Colleague implementation.
Note: XCR1 Screens count home/host students at the host location.

Distribution of Fall 2000 ECC Credit Students by Zip Code



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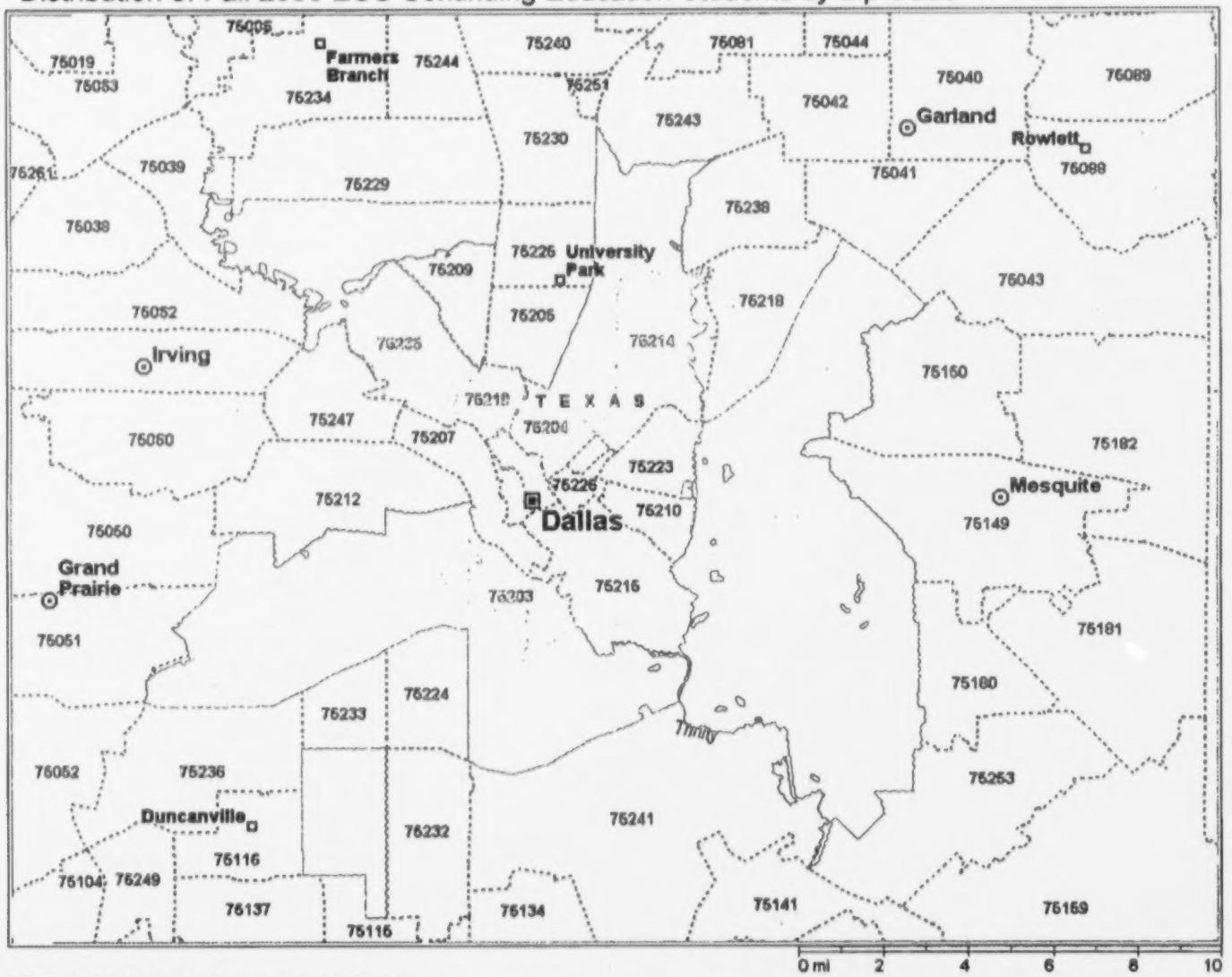
Distribution of Fall 2000 ECC Continuing Education Students by Zip Code

Number of Students

- 150 to 244
- 125 to 149
- 88 to 124
- 60 to 87
- 43 to 59



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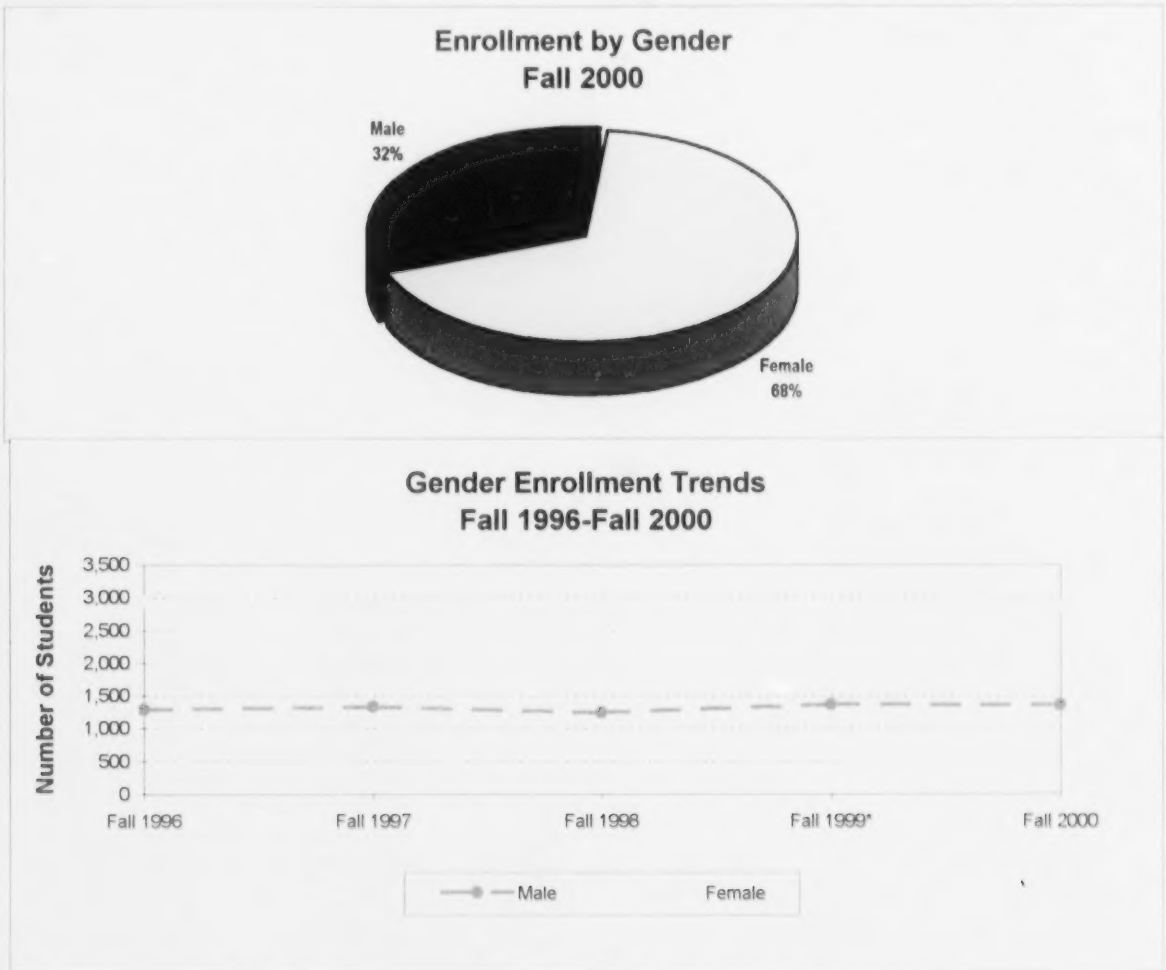
Student Characteristics
Enrollment by Gender, Fall Semesters 1996 - 2000

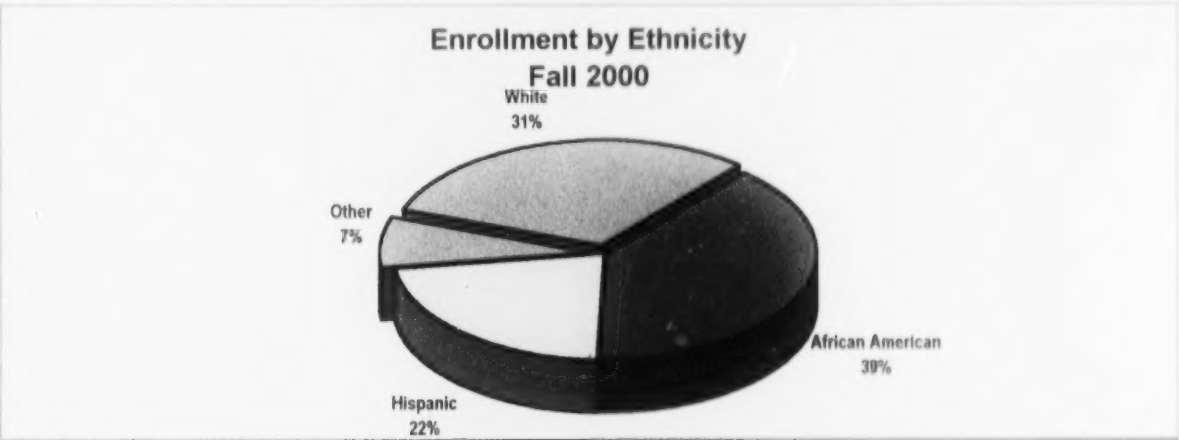
	Fall 1996	Fall 1997	Fall 1998	Fall 1999*	Fall 2000
Headcount	4,252	4,189	4,003	4,187	4,227
Male	1,295	1,338	1,251	1,366	1,360
Female	2,956	2,851	2,752	2,820	2,867
Unknown	1	0	0	0	0

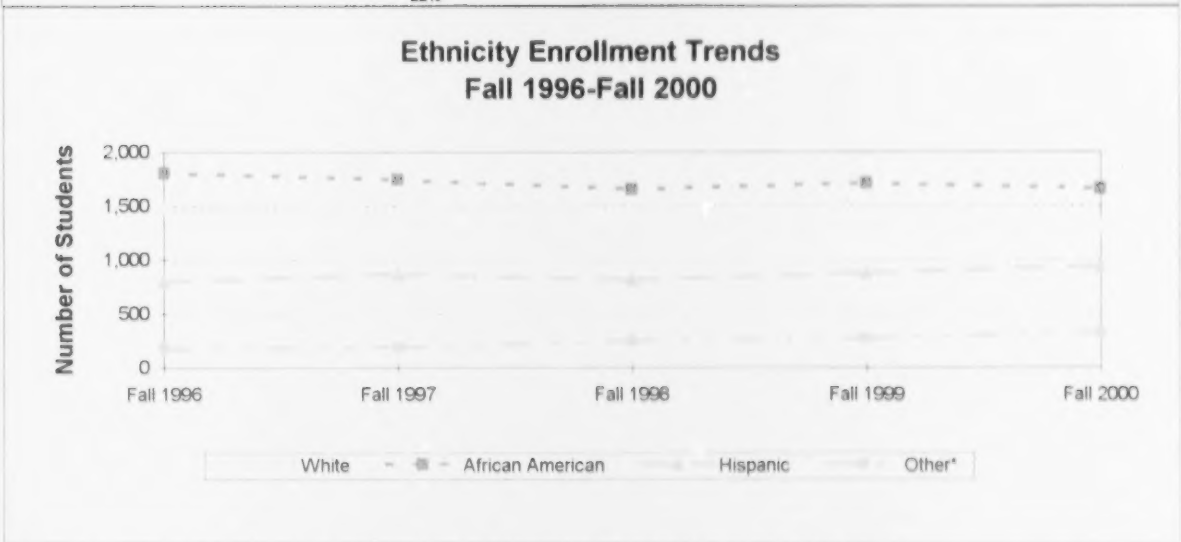


*Fall '99 data may be inflated due to a very late report date for the Student Satistics Report, brought about by the conversion to Datatel Colleague.

Student Characteristics
Enrollment by Ethnicity, Fall Semesters 1996 - 2000

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
White	1,477	1,385	1,286	1,306	1,299
African American	1,803	1,747	1,656	1,714	1,659
Hispanic	799	865	812	876	941
Other*	173	192	249	279	328

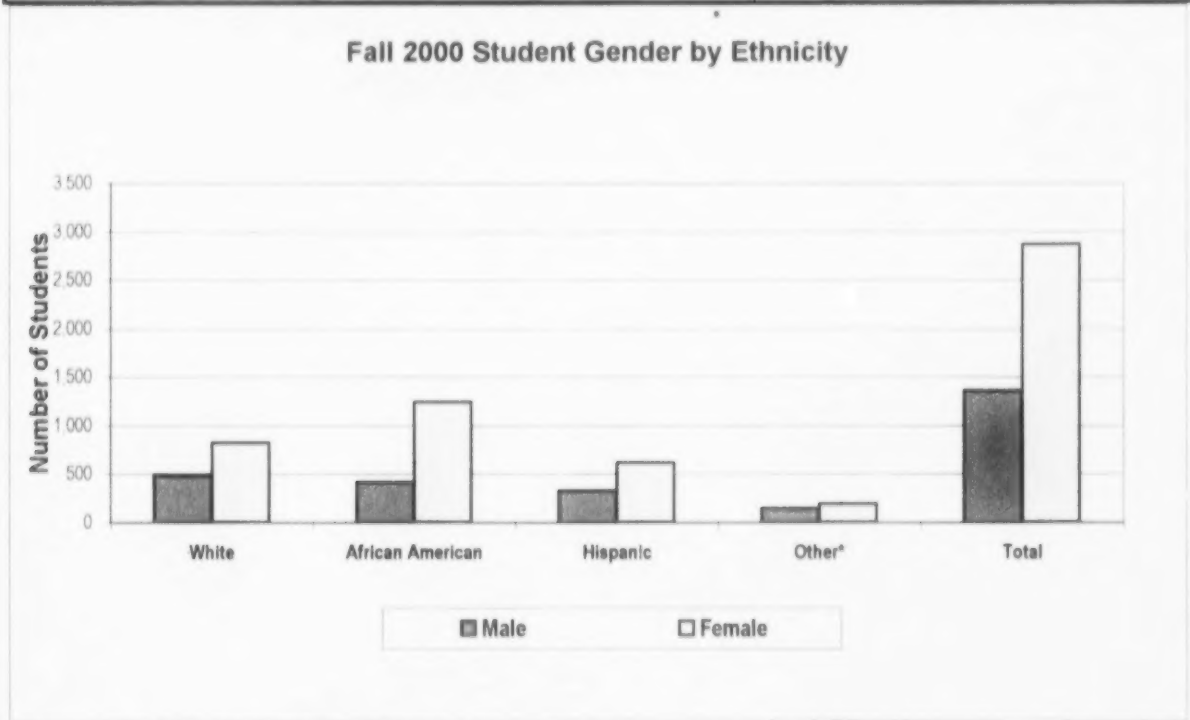




*Other includes Asian/Pacific Islander, Native American, International, and Unknown.

Student Characteristics
Fall 2000 Student Gender by Ethnicity

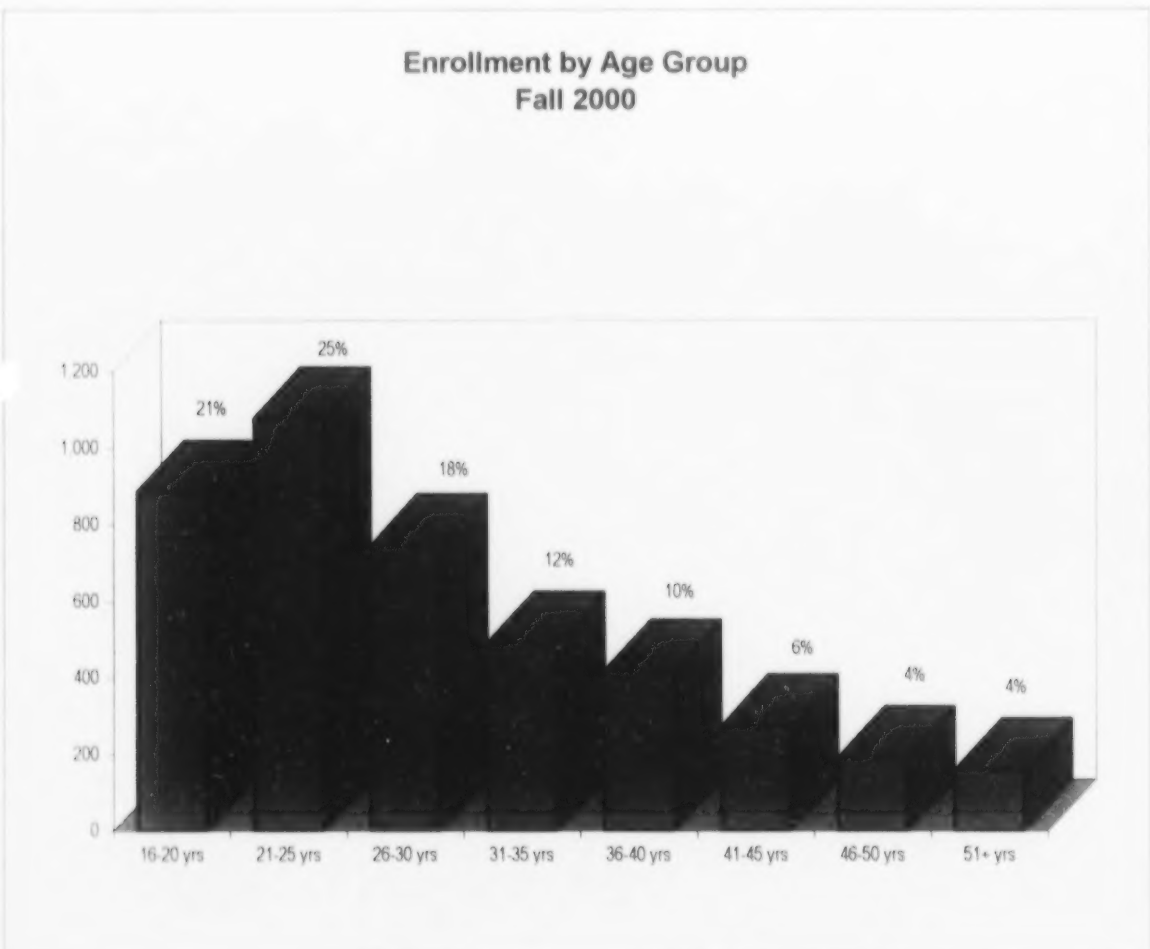
	White		African American		Hispanic		Other*		Total	
	N	%	N	%	N	%	N	%	N	%
Male	477	37%	416	25%	327	35%	140	43%	1,360	32%
Female	822	63%	1243	75%	614	65%	188	57%	2,867	68%
Total	1,299	100%	1,659	100%	941	100%	328	100%	4,227	100%



*Other includes Asian/Pacific Islander, Native American, International, and Unknown.

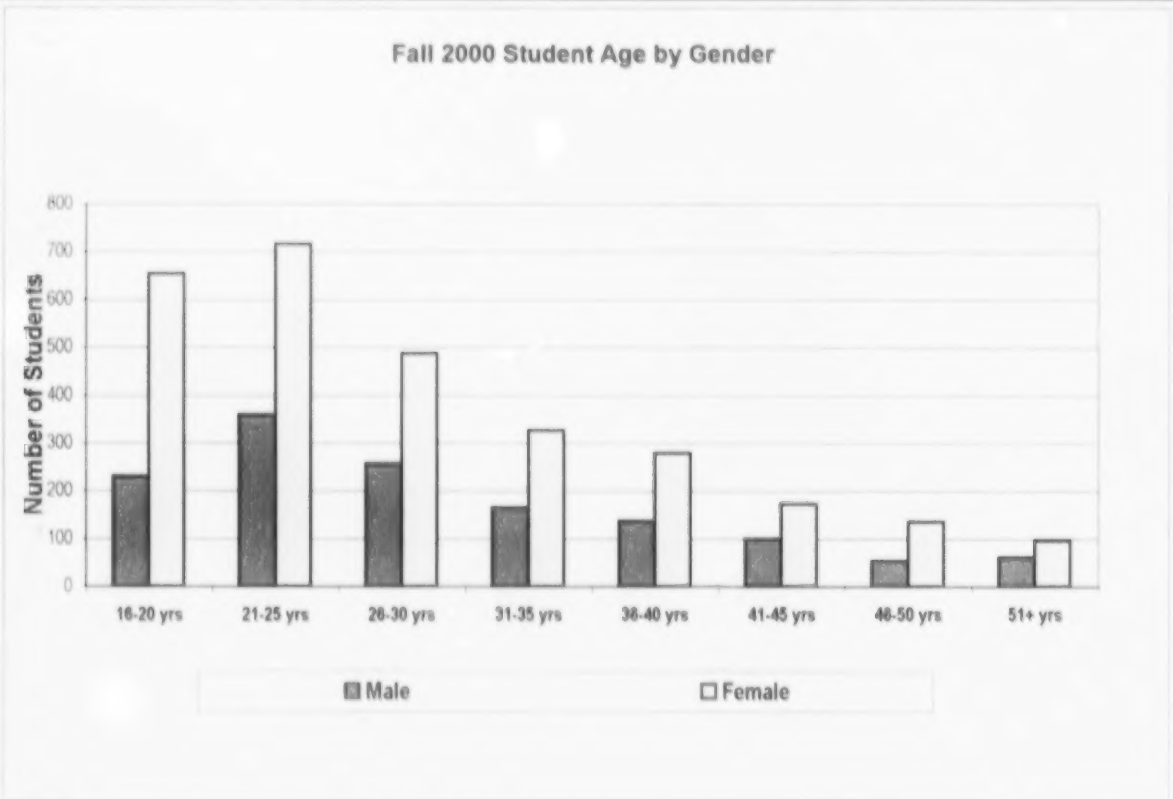
Student Characteristics
Enrollment by Age Group, Fall Semesters 1996 - 2000

	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
16-20 yrs	832	903	837	806	884
21-25 yrs	1,086	1,043	1,039	1,139	1,075
26-30 yrs	763	775	714	732	744
31-35 yrs	550	529	480	518	490
36-40 yrs	463	386	379	392	416
41-45 yrs	279	281	271	284	272
46-50 yrs	152	149	144	169	189
51+ yrs	123	123	138	141	157
Unknown	0	0	0	0	0
Average Student Age	**29**	**29**	**29**	**29**	**29**



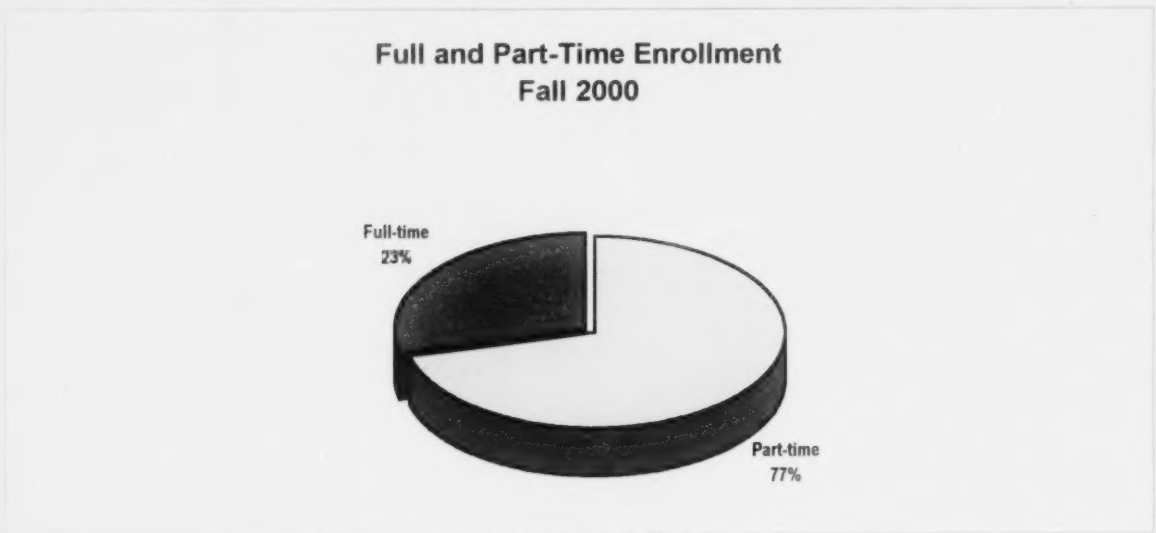
Student Characteristics
Fall 2000 Age by Gender

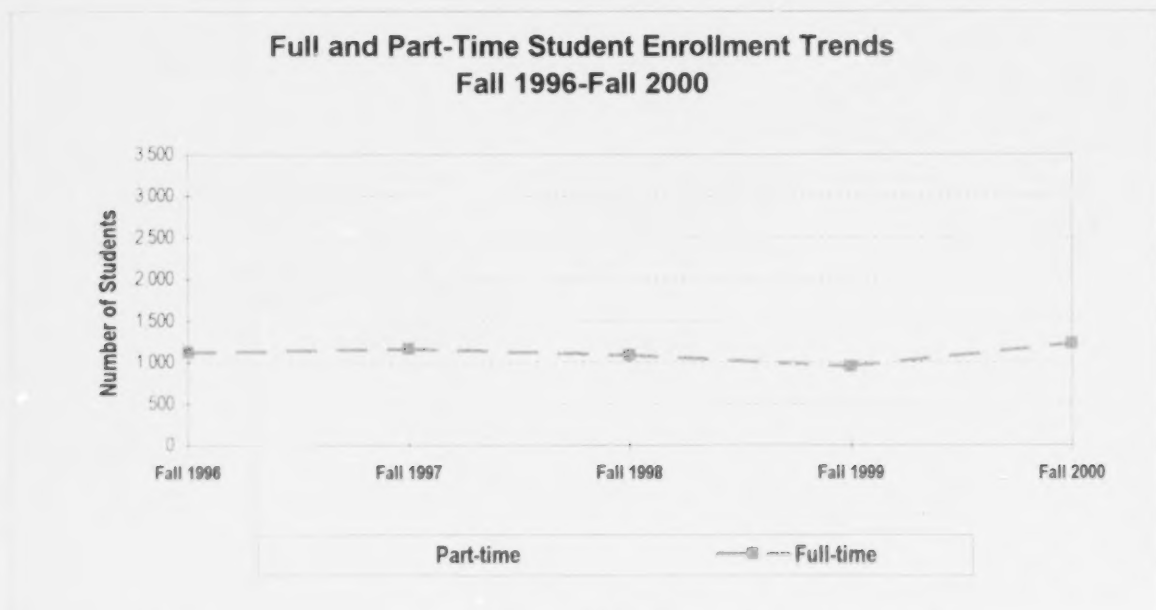
	Male		Female		Total	
	N	%	N	%	N	%
16-20 yrs	230	17%	654	23%	884	21%
21-25 yrs	359	26%	716	25%	1,075	25%
26-30 yrs	257	19%	487	17%	744	18%
31-35 yrs	164	12%	326	11%	490	12%
36-40 yrs	137	10%	279	10%	416	10%
41-45 yrs	99	7%	173	6%	272	6%
46-50 yrs	53	4%	136	5%	189	4%
51+ yrs	61	4%	96	3%	157	4%
Totals	1,360	100%	2,867	100%	4,227	100%



Student Characteristics
Full-Time vs. Part-Time Students, Fall Semesters 1996 - 2000

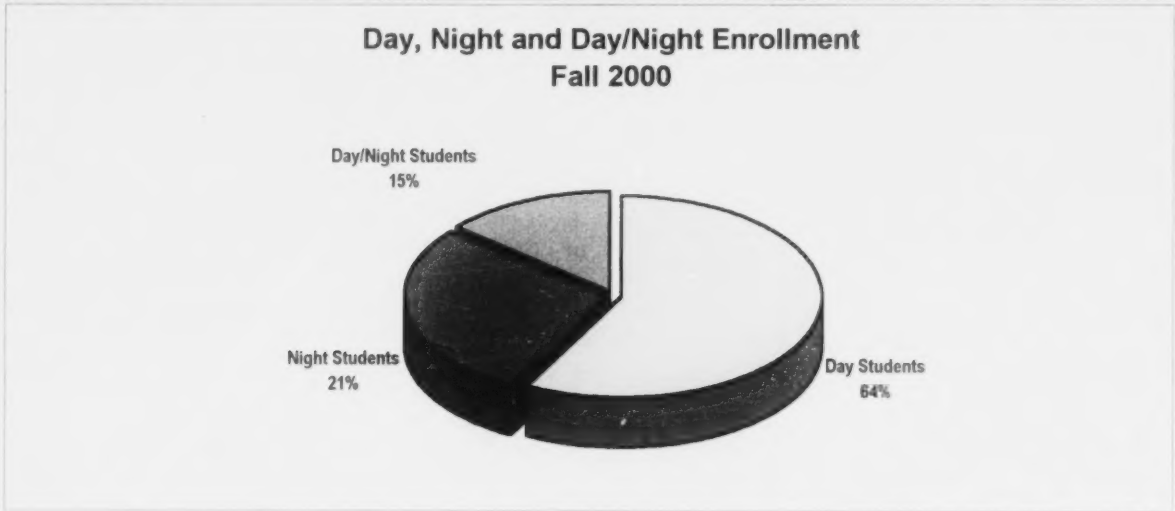
	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Part-time	3,136	3,026	2,920	3,238	3,003
Full-time	1,116	1,163	1,083	949	1,224

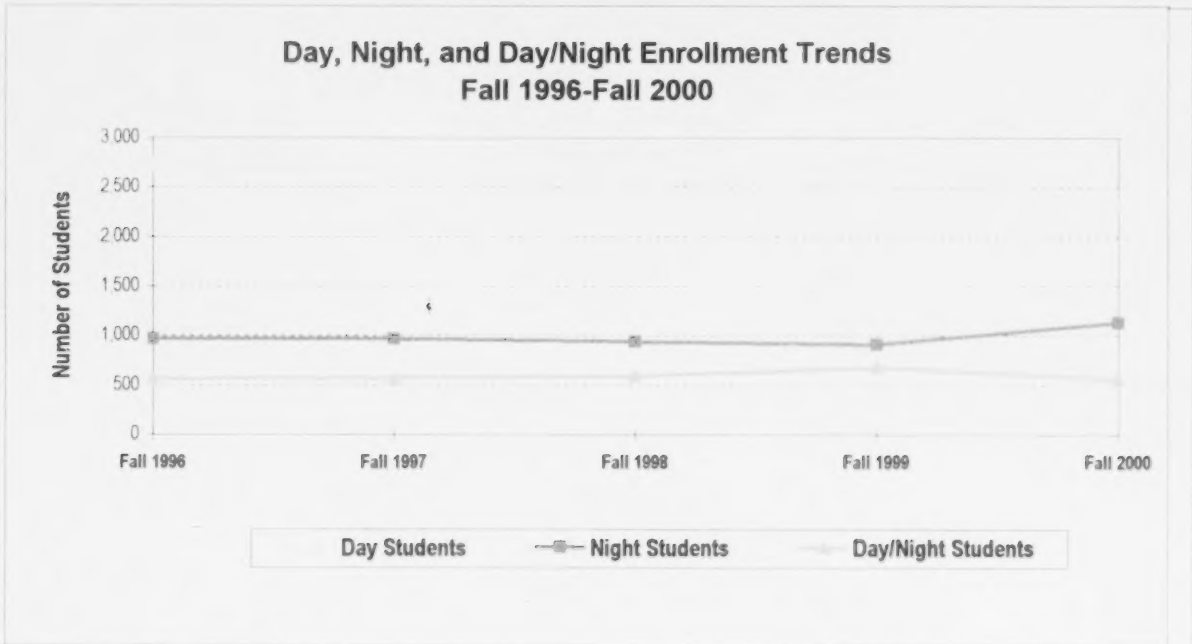




Student Characteristics
Enrollment in Day vs. Night Courses, Fall Semesters 1996 - 2000

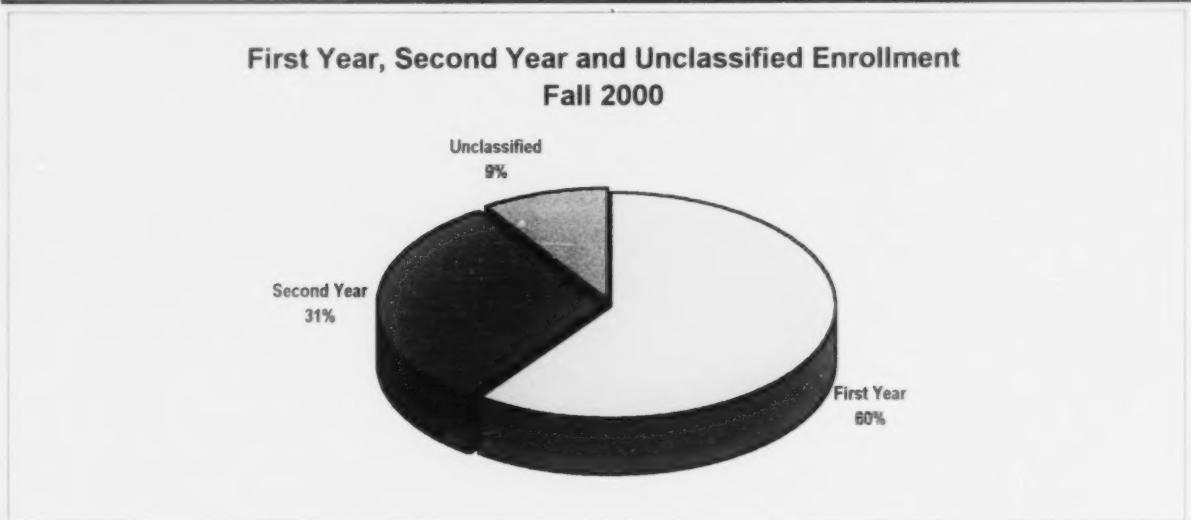
	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Fall 2000
Day Students	2,723	2,647	2,474	2,773	2,307
Night Students	967	970	937	912	1,127
Day/Night Students	562	572	592	675	557

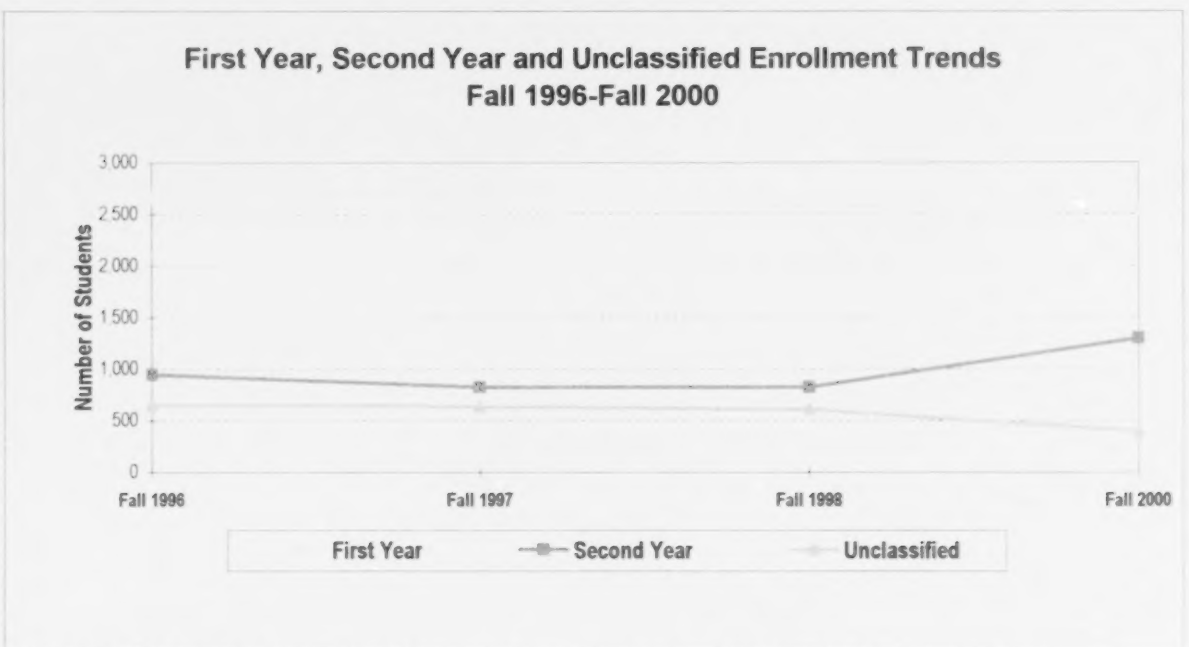




Student Characteristics
Enrollment by Student Classification, Fall Semesters 1996 - 2000

	Fall 1996	Fall 1997	Fall 1998	Fall 2000
First Year	2,660	2,729	2,578	2,538
Second Year	942	824	822	1,297
Unclassified	650	636	603	392



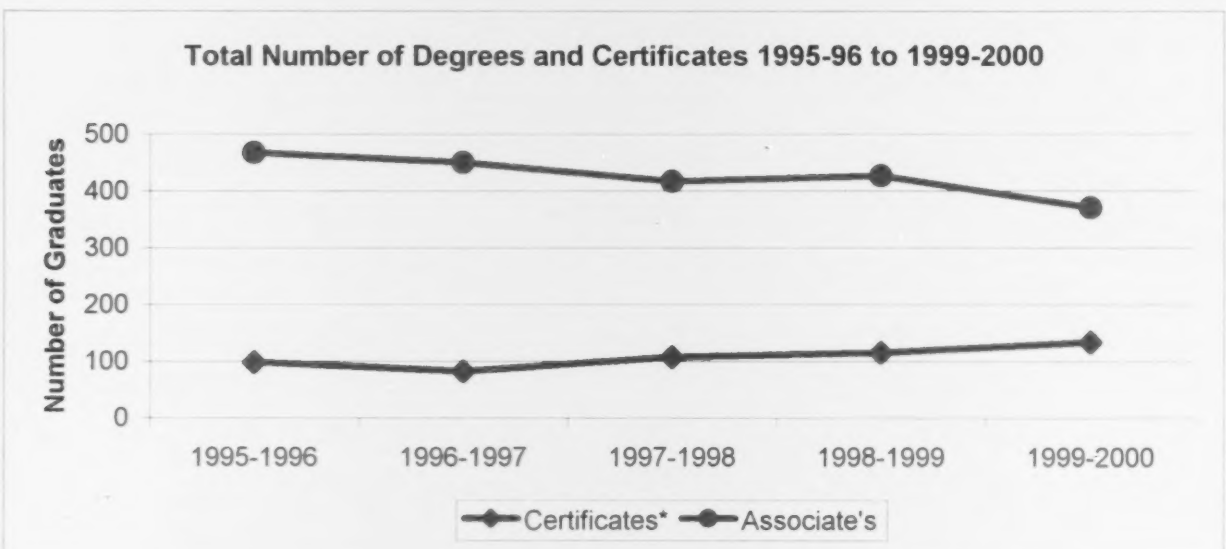


*Fall 1999 data are not shown, due to errors in calculation that resulted from the implementation of the Datatel Colleague System.

Degrees and College Credit Certificates Awarded
Academic Years 1995 - 96 through 1999 - 2000

IPEDS Completions

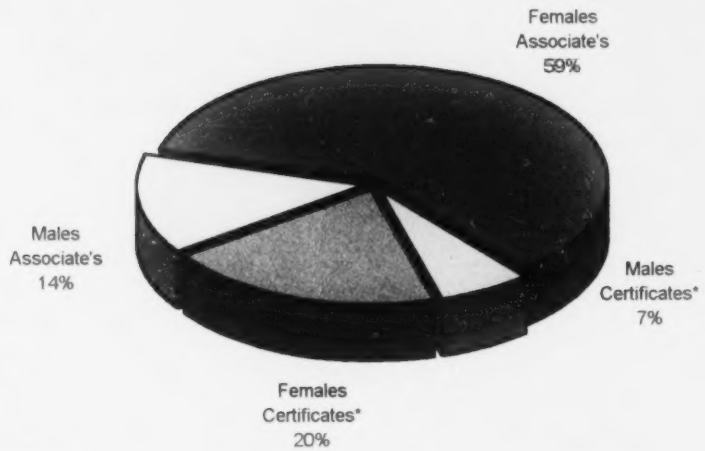
Completions		1995-1996	1996-1997	1997-1998	1998-1999	1999-2000
Certificates*	**Total**	**98**	**82**	**107**	**115**	**133**
Associate's	**Total**	**467**	**449**	**416**	**426**	**370**
Gender						
Certificates*	Males	25	16	19	23	33
Certificates*	Females	73	66	88	92	100
Associate's	Males	139	111	89	98	71
Associate's	Females	328	338	327	328	299
Ethnicity						
Certificates*	African American	26	18	48	43	41
Certificates*	Native American	0	1	1	1	0
Certificates*	Asian	4	8	2	3	3
Certificates*	Hispanic	10	7	12	30	20
Certificates*	White	57	47	43	37	64
Certificates*	International	1	1	1	1	5
Associate's	African American	124	100	124	131	96
Associate's	Native American	1	1	2	2	2
Associate's	Asian	20	18	11	14	13
Associate's	Hispanic	47	42	46	68	61
Associate's	White	271	279	227	200	192
Associate's	International	4	9	6	11	6



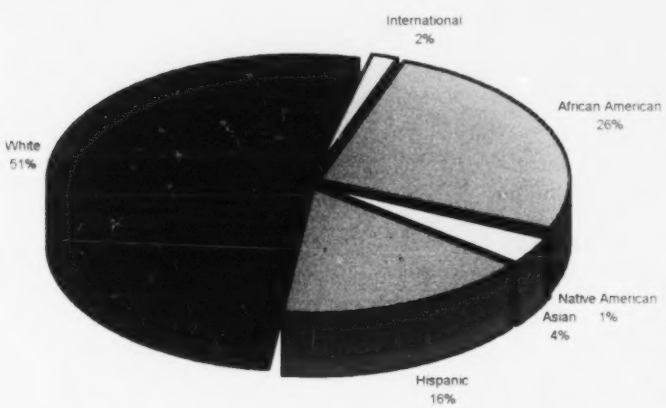
*Certificates=IPEDS Completions of at Least One Year but Less Than 2 Years.

Degrees and College Credit Certificates Awarded

IPEDS Associate's Degrees and Certificates by Gender, Academic Year 1999-2000

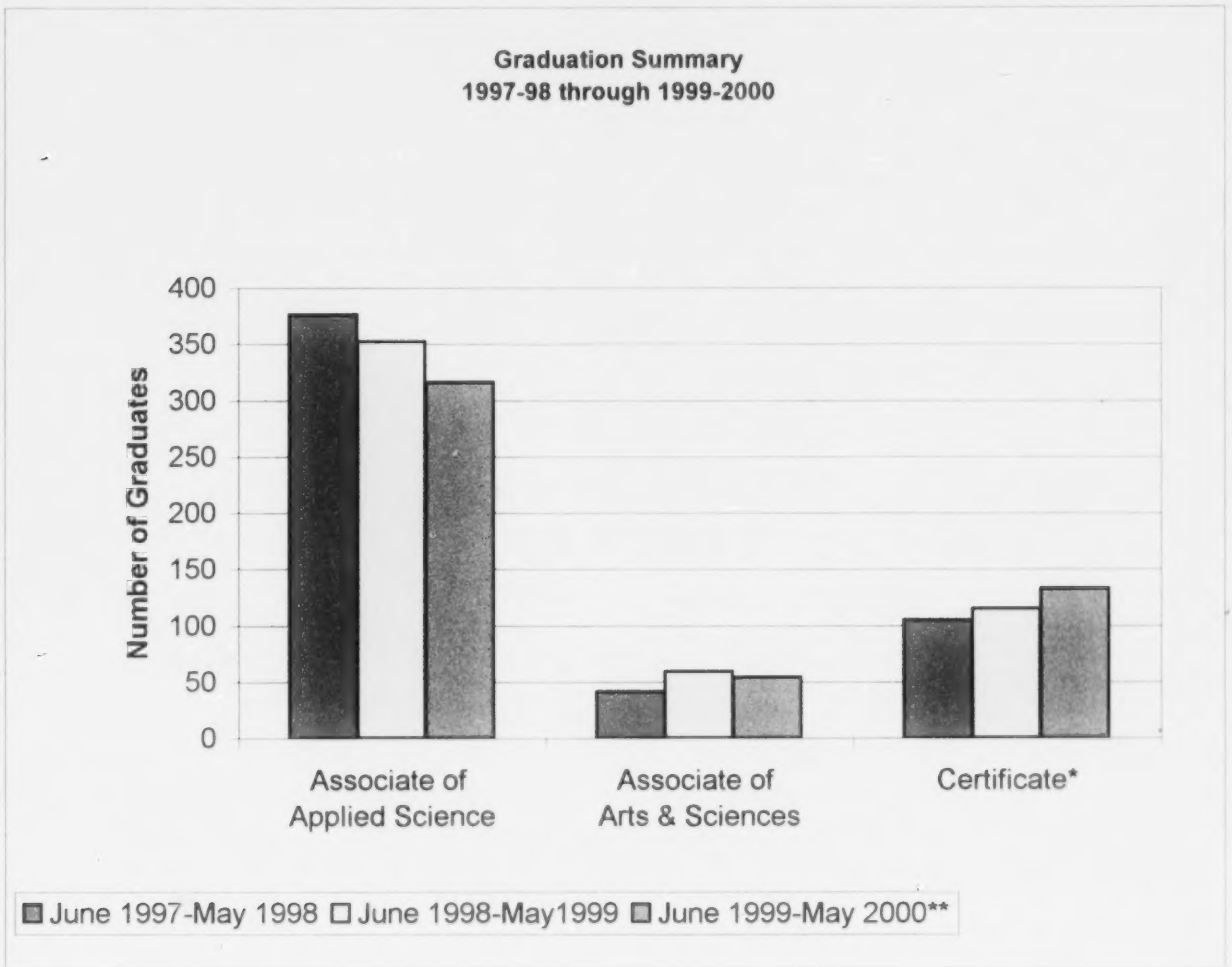


IPEDS Associate Degrees by Ethnicity, Academic Year 1999-2000



Degrees and College Credit Certificates Awarded
Total Awards, 1997-1998 through 1999-2000

Graduation Award (Graduation	Associate of Applied Science	Associate of Arts & Sciences	Certificate*
June 1997-May 1998	376	41	105
June 1998-May1999	352	59	115
June 1999-May 2000**	316	54	133

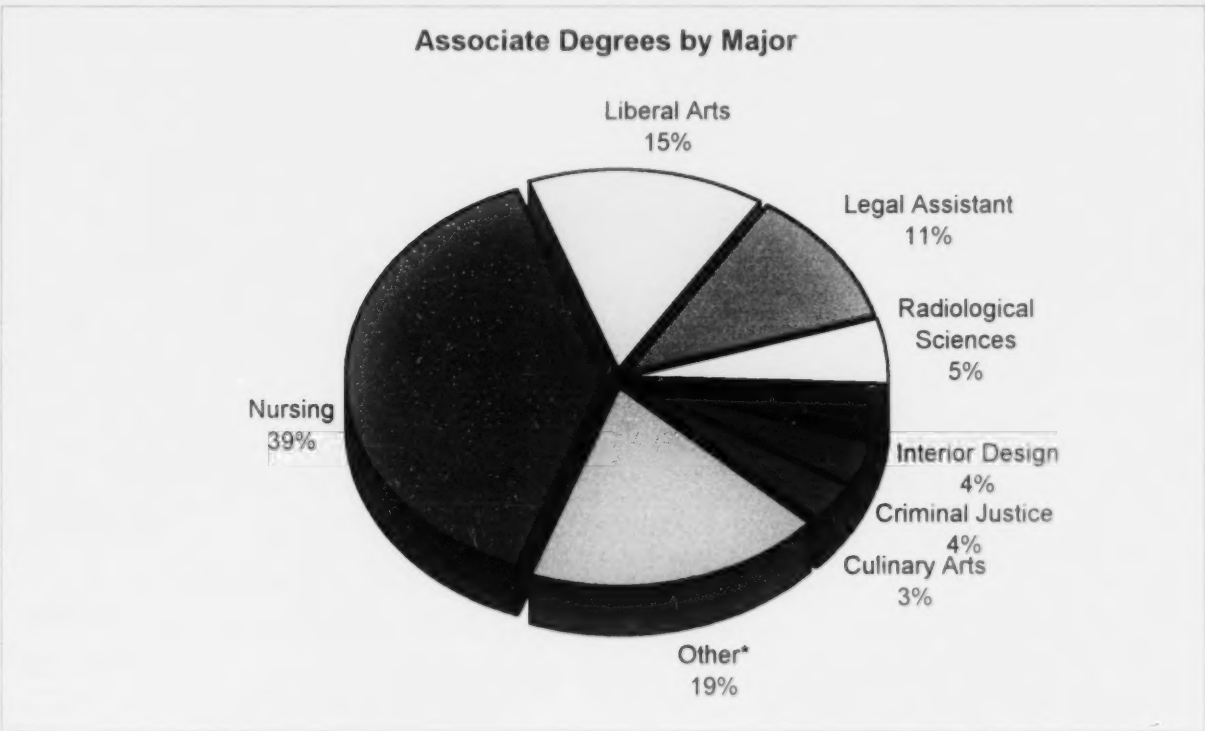


*Certificates=IPEDS Completions of at Least One Year but Less Than 2 Years
**1999-2000 data is from a Colleague database query.

Degrees Received July 1999 through June, 2000

Associate Degrees by Major

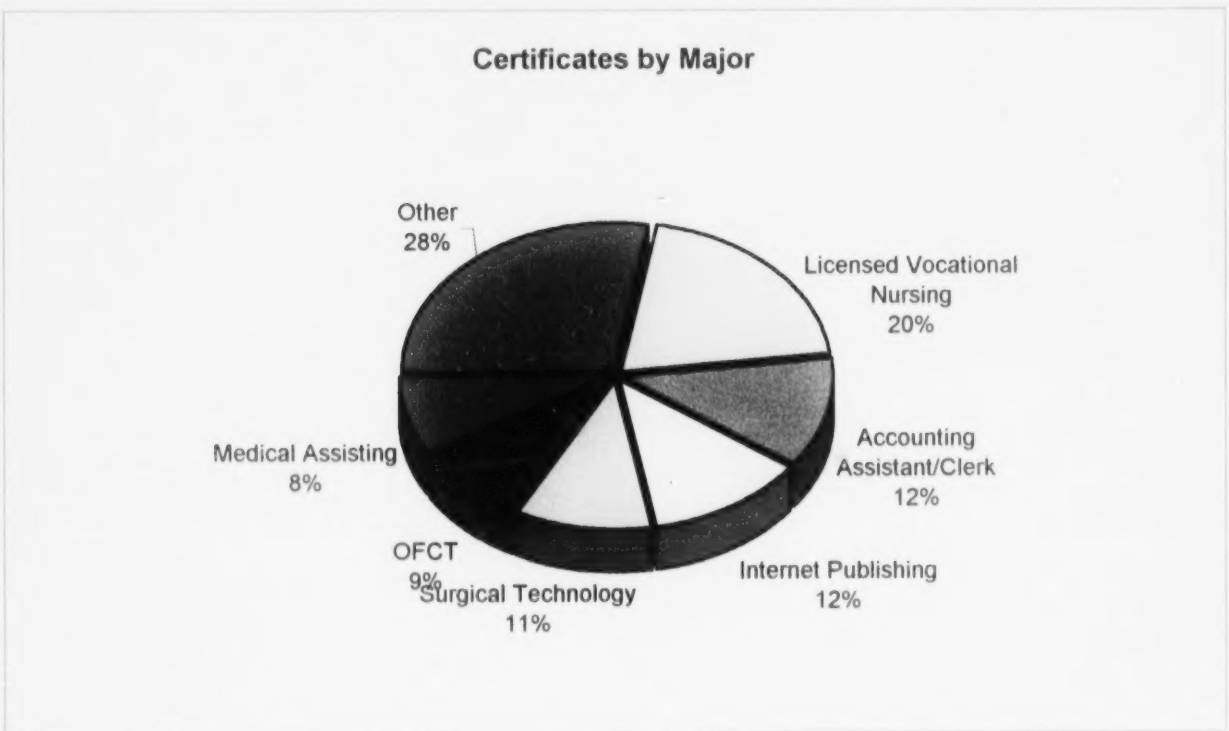
CIP Code	Program Major	Number of Graduates	Males	Females
51.1601	Nursing	144	19	125
24.0101	Liberal Arts	54	14	40
22.0103	Legal Assistant	41	7	34
51.0907	Radiological Sciences	20	7	13
50.0408	Interior Design	16	0	16
43.0104	Criminal Justice	14	4	10
12.0503	Culinary Arts	12	6	6
	Other*	69	14	55
	Total	370	71	299



*Other includes Associate Degrees Received in Accounting, Fashion Design, Echocardiology, Respiratory Care, Sonography, Computer Information Systems, Management, Invasive Cardiovascular, CIS; Programmer/Developer, Medical Lab Technician, OFCT - Administrative Assistant, OFCT Word Processing, and Surgical Technology.

Degrees Received July 1999 through June, 1999
Certificates by Major

CIP Code	Program Major	Number of Graduates	Males	Females
51.1613	Licensed Vocational Nursing	27	9	18
52.0301	Accounting Assistant/Clerk	16	5	11
11.0401	Internet Publishing	16	3	13
51.0909	Surgical Technology	14	5	9
52.04	OFCT	12	2	10
51.0801	Medical Assisting	11	0	11
	Other	37	9	28
	Total Certificates	**133**	**33**	**100**



*Other Includes Certificates Received in Interior Design, Medical Transcription, Criminal Justice, Management, Sonography, Food & Hospitality, Emergency Medical Technology, and Computer Operations.

El Centro College 2000-2001 Fact Book
Sources: IPEDS Completions Survey, 1995-1996 to 1998-1999
Colleague database query, 1999-2000

Student Retention/Success Model
El Centro College, Fall 2000

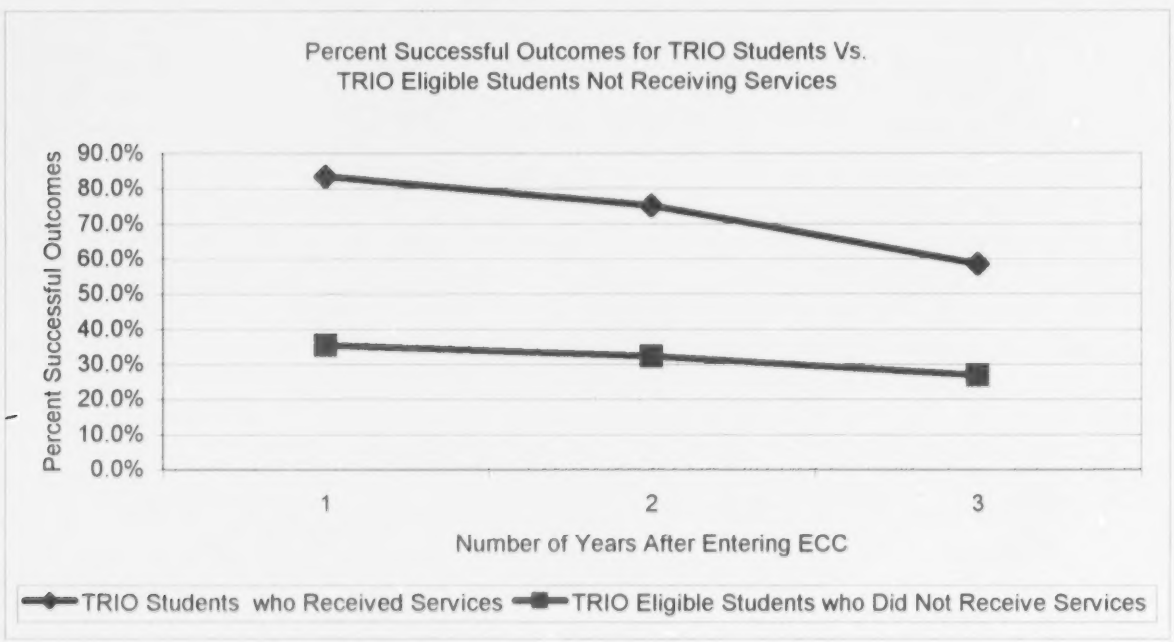
	Total Entering FT* Freshmen	After 1 Year Number	After 1 Year Percent	After 2 Years Number	After 2 Years Percent	After 3 Years Number	After 3 Years Percent	After 4 Years Number	After 4 Years Percent
Fall 95 Cohort	446								
Still Enrolled-ECC		150	33.6%	73	16.4%	30	6.7%	20	4.5%
Still Enrolled-District		45	10.1%	52	11.7%	32	7.2%	47	10.5%
Graduated-ECC		5	1.1%	11	2.5%	15	3.4%	17	3.8%
Graduated-District		0	0.0%	0	0.0%	3	0.7%	4	0.9%
Transferred		92	20.6%	128	28.7%	155	34.8%	170	38.1%
Total Successful		**292**	**65.5%**	**264**	**59.2%**	**235**	**52.7%**	**258**	**57.8%**
Fall 96 Cohort	387								
Still Enrolled-ECC		149	38.5%	77	19.9%	50	12.9%		
Still Enrolled-District		32	8.3%	27	7.0%	37	9.6%		
Graduated-ECC		0	0.0%	6	1.6%	10	2.6%		
Graduated-District		0	0.0%	1	0.3%	4	1.0%		
Transferred		85	22.0%	117	30.2%	140	36.2%		
Total Successful		**266**	**68.7%**	**228**	**58.9%**	**241**	**62.3%**		
Fall 97 Cohort	376								
Still Enrolled-ECC		132	35.1%	86	22.9%				
Still Enrolled-District		29	7.7%	65	17.3%				
Graduated-ECC		0	0.0%	6	1.6%				
Graduated-District		0	0.0%	1	0.3%				
Transferred		101	26.9%	142	37.8%				
Total Successful		**262**	**69.7%**	**300**	**79.8%**				

Student Retention/Success Model
El Centro College, Fall 2000

TRIO Students who Received Services	Total Entering Freshmen	Fall 1998 Number	Fall 1998 Percent	Fall 1999 Number	Fall 1999 Percent	Fall 2000 Number	Fall 2000 Percent
Fall 97 Cohort	12						
Still Enrolled-ECC		9	75.0%	4	33.3%	3	25.0%
Still Enrolled-District		1	8.3%	1	8.3%	0	0.0%
Graduated-ECC		0	0.0%	2	16.7%	2	16.7%
Graduated-District		0	0.0%	0	0.0%	0	0.0%
Transferred		0	0.0%	2	16.7%	2	16.7%
Total Successful		**10**	**83.3%**	**9**	**75.0%**	**7**	**58.3%**

TRIO Eligible Students who Did Not Receive Services	Total Entering Freshmen	Fall 1998 Number	Fall 1998 Percent	Fall 1999 Number	Fall 1999 Percent	Fall 2000 Number	Fall 2000 Percent
Fall 97 Cohort	449						
Still Enrolled-ECC		119	26.5%	78	17.4%	47	10.5%
Still Enrolled-District		24	5.3%	42	9.4%	35	7.8%
Graduated-ECC		0	0.0%	4	0.9%	16	3.6%
Graduated-District		0	0.0%	1	0.2%	3	0.7%
Transferred		15	3.3%	19	4.2%	19	4.2%
Total Successful		**158**	**35.2%**	**144**	**32.1%**	**120**	**26.7%**

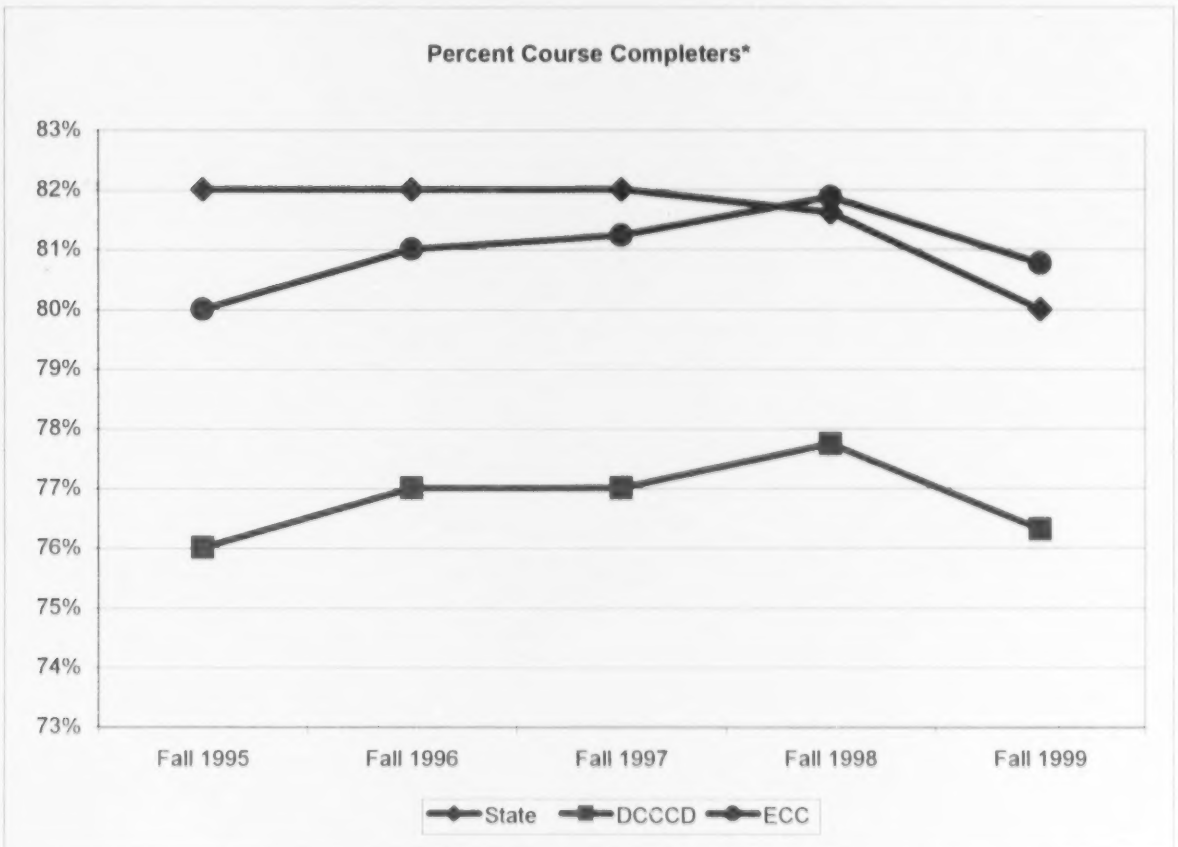
Note: Fall 2000 data does not include new transfers. This data was not yet available.



El Centro College 2000-2001 Fact Book
Source: Colleague Data Queries, and THECB Transfer Data

Legislative Budget Board Indicators
Percent Course Completers

	% Course Completers*				
	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
State	82%	82%	82%	82%	80%
DCCCD	76%	77%	77%	78%	76%
BHC	76%	75%	76%	78%	73%
CVC	80%	80%	81%	81%	78%
EFC	77%	77%	77%	78%	76%
ECC	**80%**	**81%**	**81%**	**82%**	**81%**
MVC	75%	75%	75%	75%	78%
NLC	76%	78%	78%	78%	77%
RLC	74%	74%	75%	76%	75%

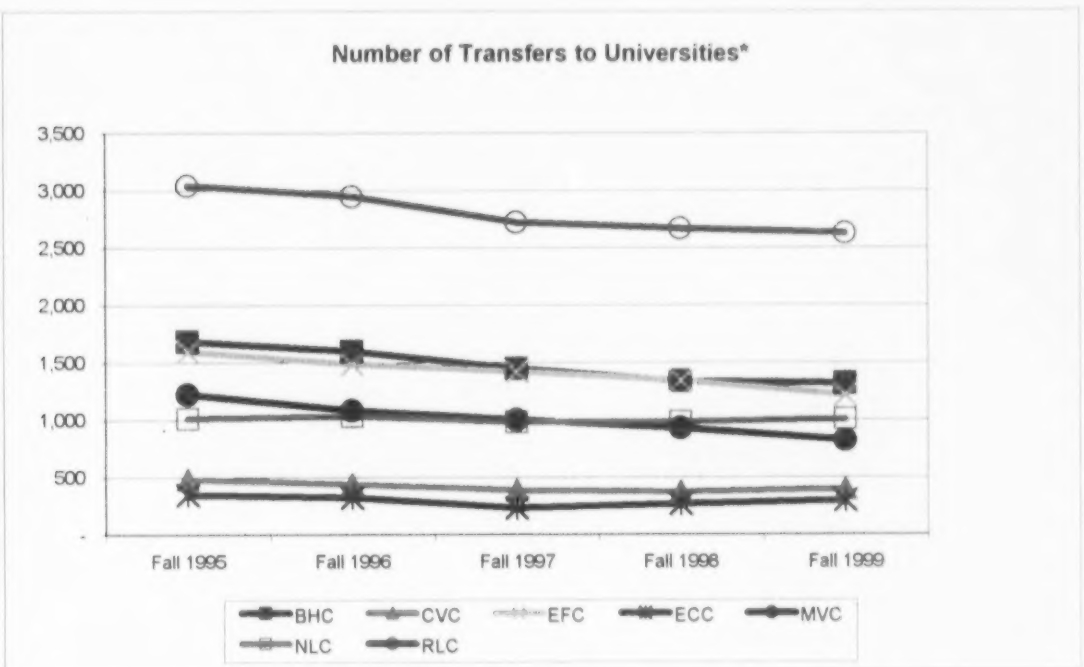


*Official Census Date Contact Hours vs End of Semester Contact Hours.

El Centro College 2000-2001Fact Book
Source: Data Resources for the 2000 Legislative Budget Board Measures
Control Group: Alamo CCD, Austin CCD, DCCCD, El Paso CC, Houston CCD, N. Harris Montgomery CCD, San Jacinto CCD, Tarrant Co. JCD.

Legislative Budget Board Indicators
Number of Transfers to Universities

	# Transfers to Universities*					% Fall 1999
	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	District Transfers
DCCCD	9,363	8,887	8,175	7,887	7,677	100%
BHC	1,678	1,595	1,443	1,336	1,317	17%
CVC	479	434	386	372	395	5%
EFC	1,595	1,485	1,418	1,340	1,217	16%
ECC	**344**	**319**	**229**	**263**	**296**	**4%**
MVC	1,219	1,082	999	927	821	11%
NLC	1,009	1,028	981	982	1,004	13%
RLC	3,039	2,944	2,719	2,667	2,627	34%

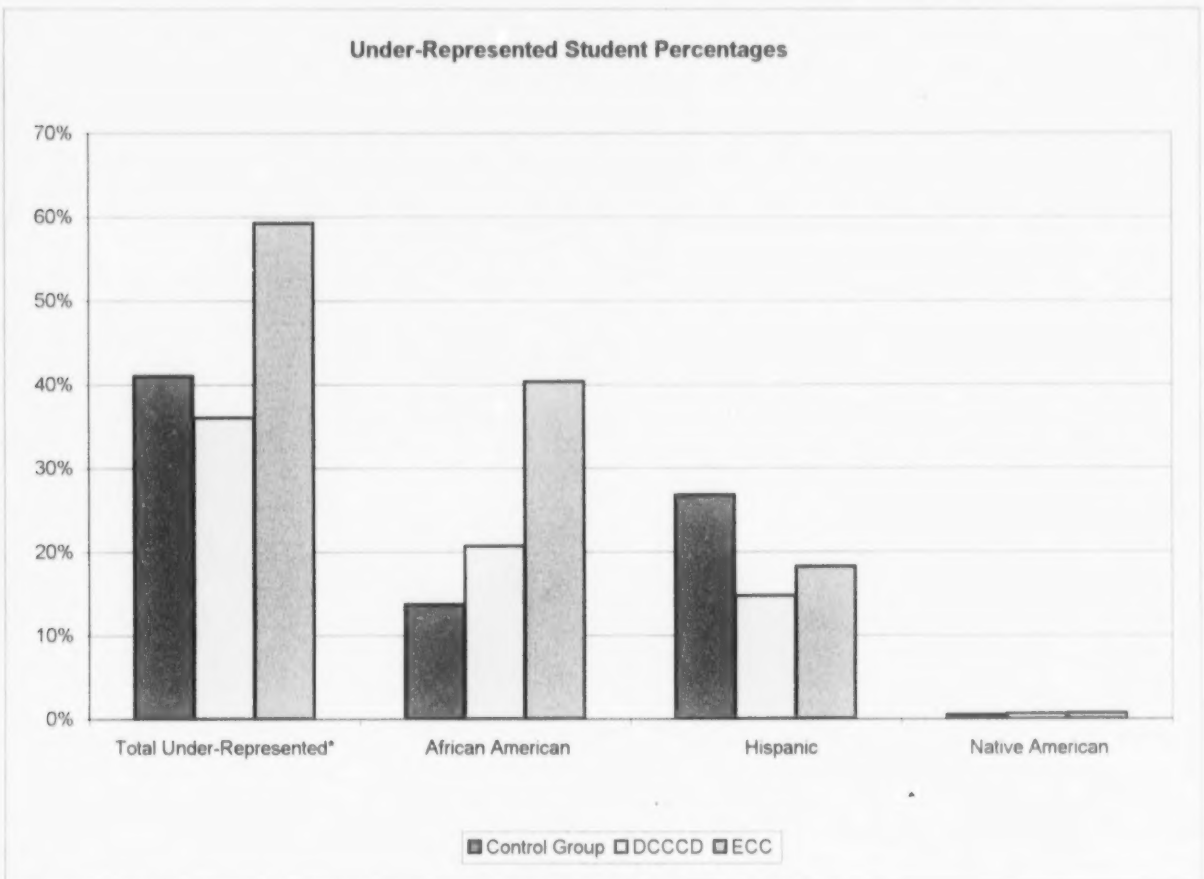


*Data includes only students who transfer to a public senior institution in Texas. Transfers are those undergraduates newly enrolled for the fall term at a university who attempted 15 semester credit hours in the last 3 years at a community college. If a student attended more than one community college, the transfer is credited to the institution which provided the most hours.

Source: Data Resources for the 2000 Legislative Budget Board Measures
Control Group: Alamo CCD, Austin CCD, DCCCD, El Paso CC, Houston CCD, N. Harris Montgomery CCD, San Jacinto CCD, Tarrant Co. JCD.

Legislative Budget Board Indicators, Academic Year 1998-1999
Under Represented Ethnicities* in Annual Unduplicated Enrollment

	Total Enrollment	Total Under-Represented*		African American		Hispanic		Native American	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Control Group	366,752	150,362	41%	50,238	14%	98,326	27%	1,798	0%
DCCCD	78,957	28,430	36%	16,318	21%	11,641	15%	471	1%
BHC	12,922	3,351	26%	1,352	10%	1,917	15%	82	1%
CVC	4,650	2,639	57%	2,277	49%	345	7%	17	0%
EFC	13,574	4,895	36%	2,797	21%	2,022	15%	76	1%
ECC	**6,812**	**4,034**	**59%**	**2,749**	**40%**	**1,239**	**18%**	**46**	**1%**
MVC	8,421	4,979	59%	2,628	31%	2,301	27%	50	1%
NLC	12,073	3,317	27%	1,605	13%	1,620	13%	92	1%
RLC	20,505	5,215	25%	2,910	14%	2,197	11%	108	1%

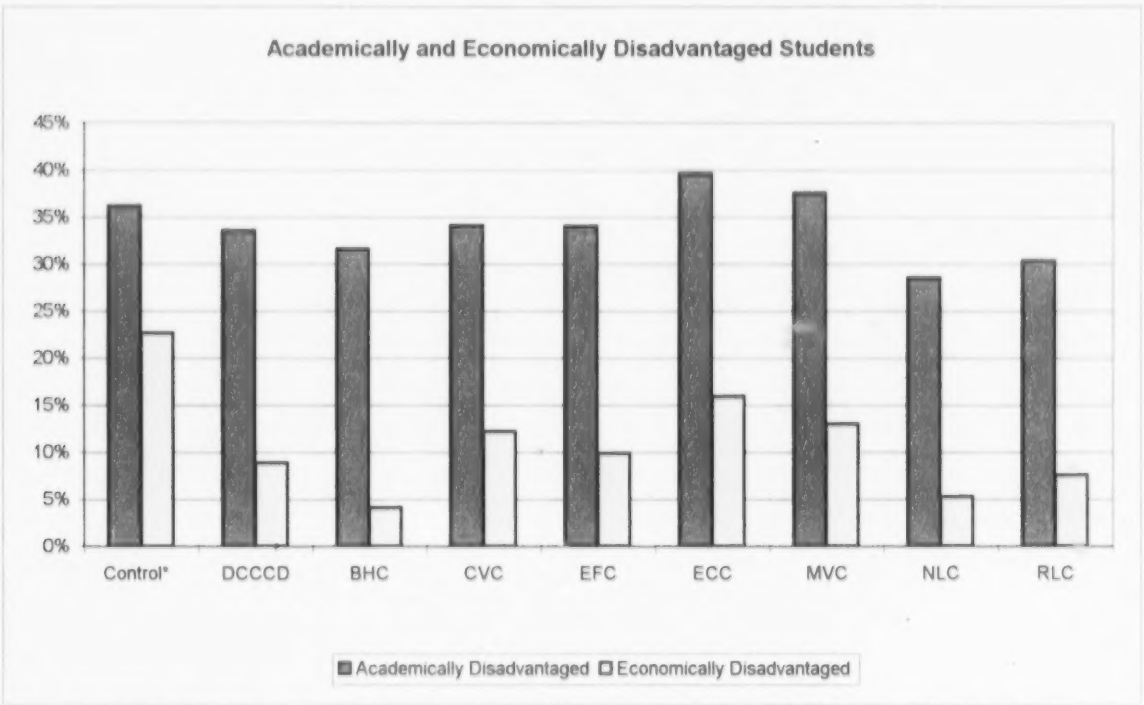


*Includes a Total of the Ethnicities under-represented in college populations.

El Centro College 2000-2001Fact Book
Source: Data Resources for the 2000 Legislative Budget Board Measures
Control Group: Alamo CCD, Austin CCD, DCCCD, El Paso CC, Houston CCD, N. Harris Montgomery CCD, San Jacinto CCD, Tarrant Co. JCD.

Legislative Budget Board Indicators, Academic Year 1997-1998
Academically and Economically Disadvantaged Annual Unduplicated Enrollment

	Total	Academically Disadvantaged		Economically Disadvantaged	
		Number	Percent	Number	Percent
Control*	366,752	132,510	36%	82,988	23%
DCCCD	77,045	25,816	34%	6,797	9%
BHC	12,922	4,084	32%	526	4%
CVC	4,650	1,586	34%	566	12%
EFC	13,574	4,617	34%	1,344	10%
ECC	**6,812**	**2,700**	**40%**	**1,085**	**16%**
MVC	8,421	3,161	38%	1,093	13%
NLC	12,073	3,443	29%	635	5%
RLC	20,505	6,225	30%	1,548	8%

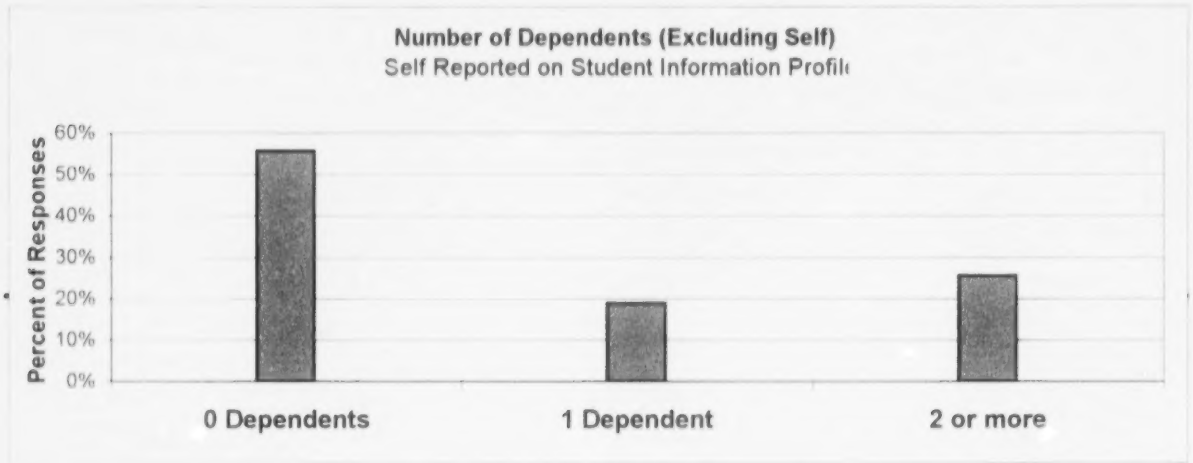


Academically disadvantaged students are those who, based on TASP or other Coordinating-board approved placement tests, do not have college-level skills in reading, writing, or math. Includes students who have not earned a high school diploma or GED but excludes students with learning disabilities.
Economically disadvantaged students meet one of the following standards:
annual income at or below the federal poverty line; eligibility for public assistance program, includes WIC participants; receipt of Pell Grant or comparable state financial aid; participation in or eligible for JTPA programs under Title III; eligible for food stamps or meet Health and Human Services poverty guidelines.

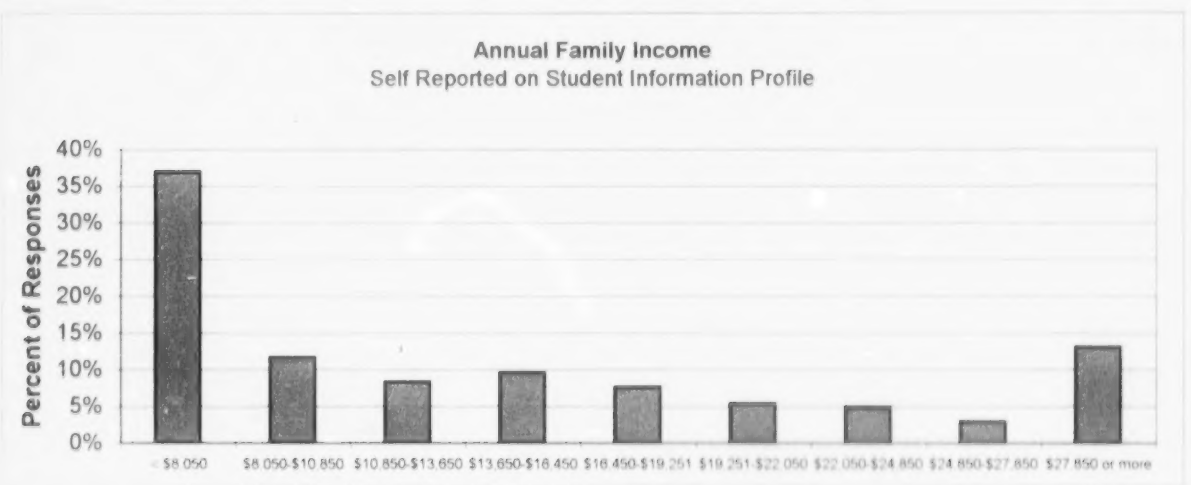
El Centro College 2000-2001Fact Book
Source: Data Resources for the 2000 Legislative Budget Board Measures
Control Group: Alamo CCD, Austin CCD, DCCCD, El Paso CC, Houston CCD, N. Harris Montgomery CCD, San Jacinto CCD, Tarrant Co. JCD.

Student Information Profile
Academic Year 1999-2000, Unduplicated Annual Enrollment

Number of Dependents	Number	Percent of Responses
0 Dependents	2,881	55.7%
1 Dependent	978	18.9%
2 or more	1,317	25.4%



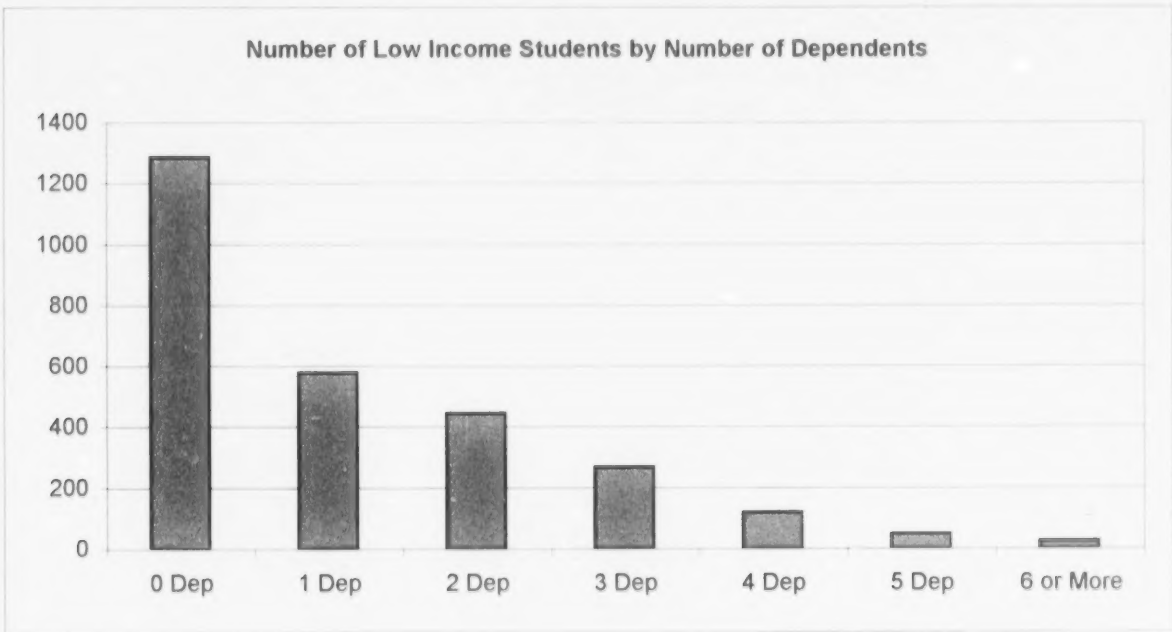
Annual Family Income	Number	Percent of Responses
< $8,050	1,630	37.0%
$8,050-$10,850	514	11.7%
$10,850-$13,650	366	8.3%
$13,650-$16,450	419	9.5%
$16,450-$19,251	334	7.6%
$19,251-$22,050	234	5.3%
$22,050-$24,850	209	4.7%
$24,850-$27,850	127	2.9%
$27,850 or more	577	13.1%

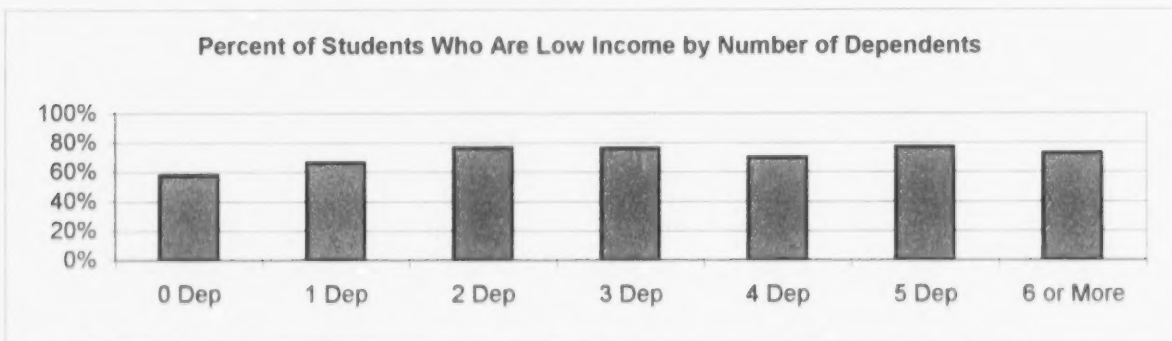


El Centro College 2000-2001 Fact Book
Source: Self-Reported on Student Information Profile

Student Information Profile Report
Academic Year 1999-2000, Unduplicated Annual Enrollment

income	Number of Dependents						
	0 Dep	1 Dep	2 Dep	3 Dep	4 Dep	5 Dep	6 or More
< $8,050	1034	299	155	83	25	5	4
$8,050-$10,850	252	120	76	28	17	8	2
$10,850-$13,650	168	81	50	38	14	4	2
$13,650-$16,450	181	77	79	43	21	8	2
$16,450-$19,251	140	62	56	39	13	9	7
$19,251-$22,050	95	65	29	18	10	4	5
$22,050-$24,850	82	39	29	18	9	3	0
$24,850-$27,850	53	17	19	15	10	6	2
$27,850 or more	224	107	88	69	51	14	9
Total Low Income	**1286**	**577**	**445**	**267**	**119**	**47**	**24**
Percent of Low Income Students by # Dependents	57.7%	66.6%	76.6%	76.1%	70.0%	77.0%	72.7%



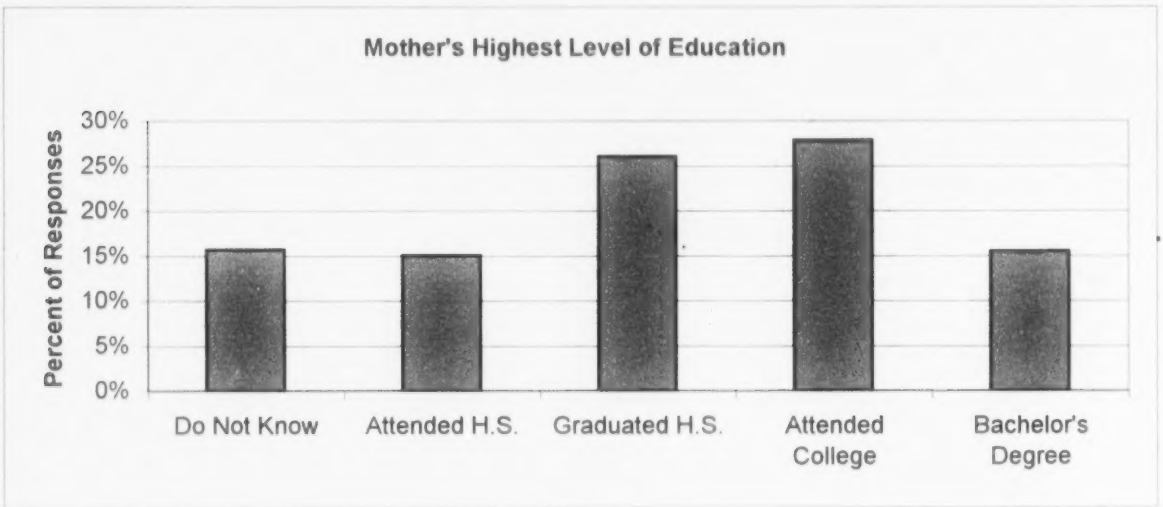


Note: Shaded Area Indicates Low Income Status, According to Federal Guidelines for 1999-2000.

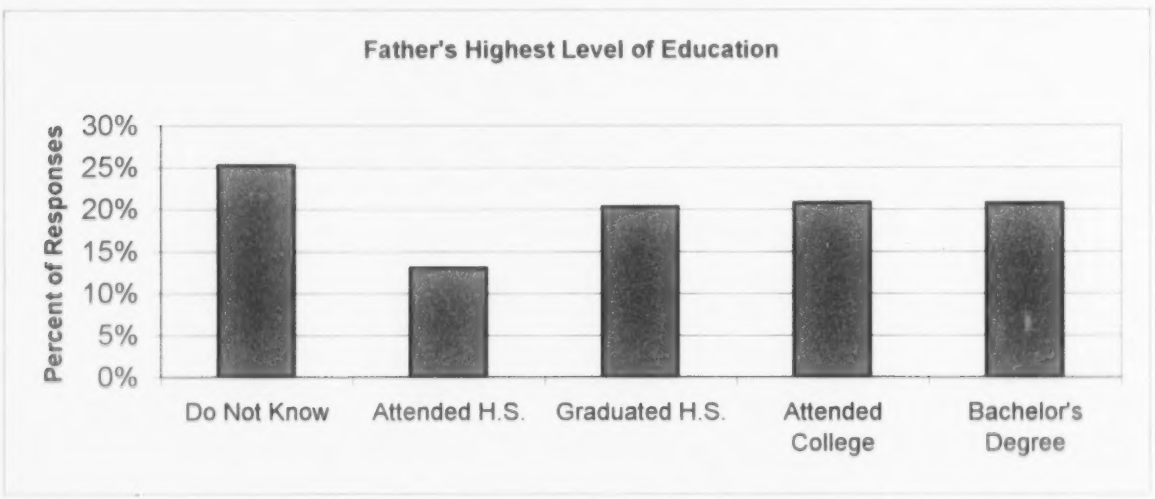
El Centro College 2000-2001 Fact Book
Source: Self-Reported on Student Information Profile

Student Information Profile Report
Academic Year 1999-2000

Mother's Highest Level of Education	Number	Percent of Responses
Do Not Know	744	15.7%
Attended H.S.	713	15.0%
Graduated H.S.	1,238	26.1%
Attended College	1,322	27.8%
Bachelor's Degree	734	15.4%



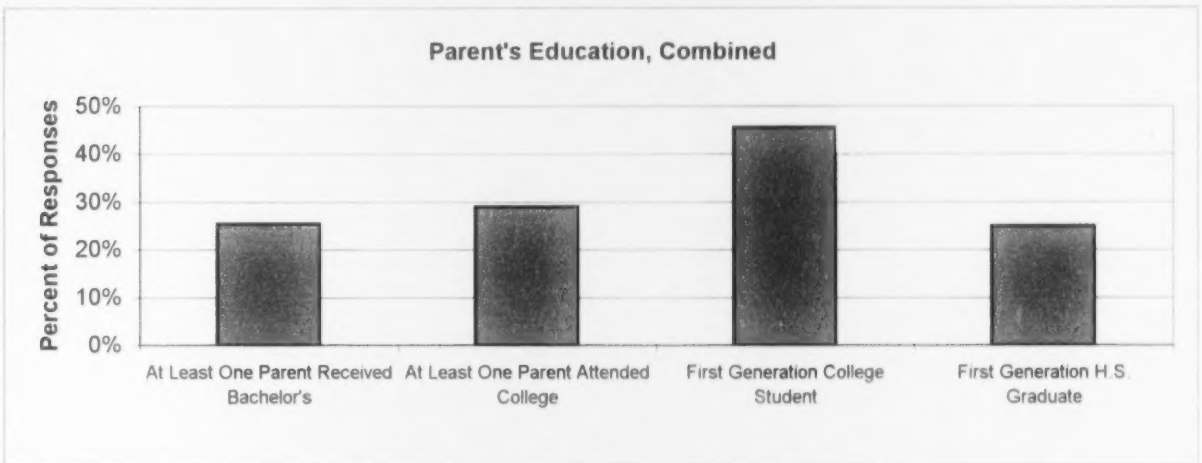
Father's Highest Level of Education	Number	Percent of Responses
Do Not Know	1,150	25.2%
Attended H.S.	592	13.0%
Graduated H.S.	927	20.3%
Attended College	949	20.8%
Bachelor's Degree	944	20.7%



El Centro College 2000-2001 Fact Book
Source: Self-Reported on Student Information Profile

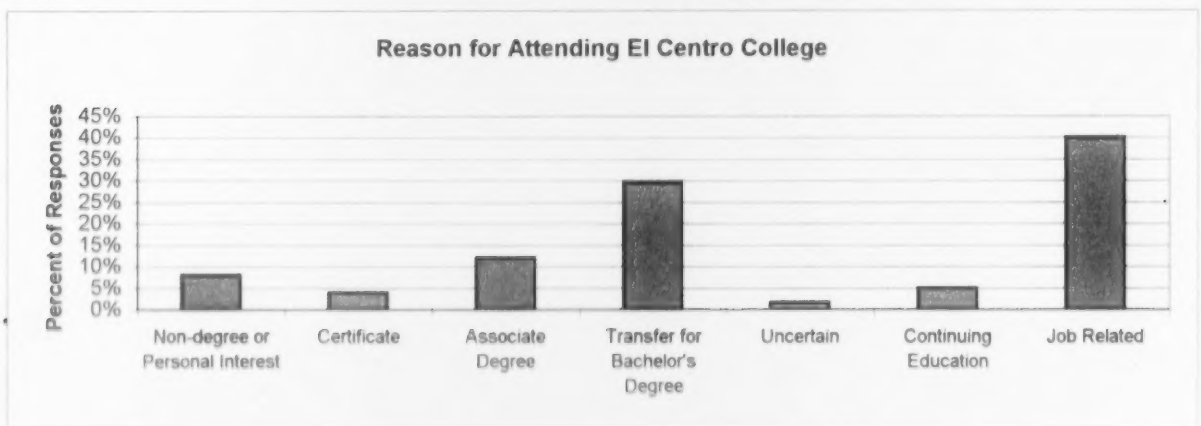
Student Information Profile Report
Academic Year 1999-2000, Unduplicated Annual Enrollment

Parent's Education- Combined	Number	Percent of Responses
At Least One Parent Received Bachelor's	1,233	25.4%
At Least One Parent Attended College But Neither Received Bachelor's	1,411	29.1%
First Generation College Student	2,212	45.6%
First Generation H.S. Graduate	1,211	24.9%



Note: First Time H.S. Graduates are a subset of First Generation College Students.
All other categories are mutually exclusive.

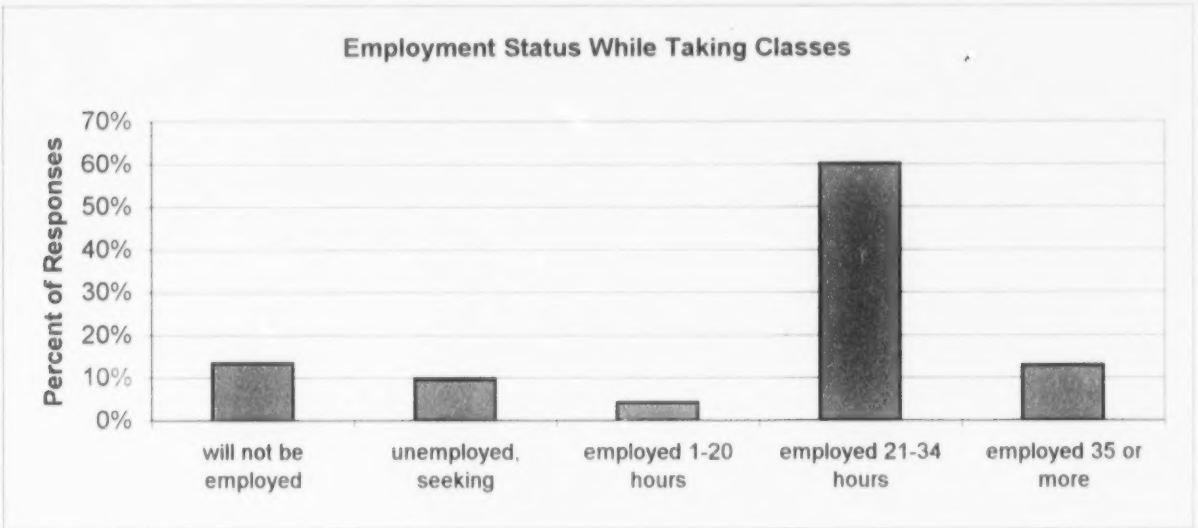
Reason for Attending	Number	Percent of Responses
Non-degree or Personal Interest	487	8.0%
Certificate	231	3.8%
Associate Degree	727	12.0%
Transfer for Bachelor's Degree	1,792	29.6%
Uncertain	98	1.6%
Continuing Education	298	4.9%
Job Related	2,430	40.1%



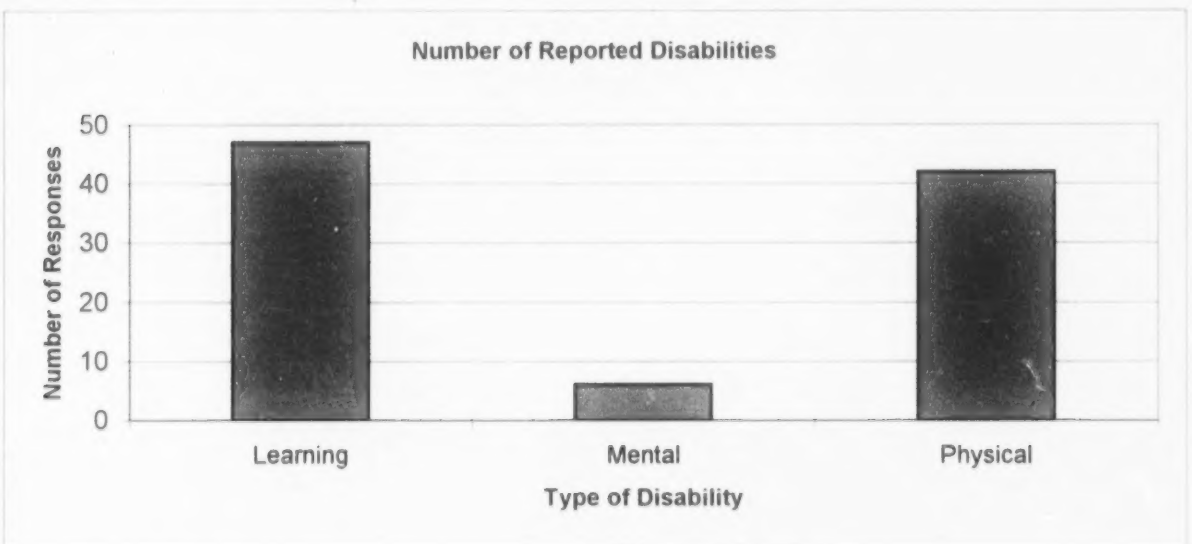
El Centro College 2000-2001 Fact Book
Source: Self-Reported on Student Information Profile

Student Information Profile Report
Academic Year 1999-2000, Unduplicated Annual Enrollment

Employment Status	Number	Percent of Responses
will not be employed	721	13.4%
unemployed, seeking	509	9.5%
employed 1-20 hours	222	4.1%
employed 21-34 hours	3,228	60.1%
employed 35 or more	688	12.8%



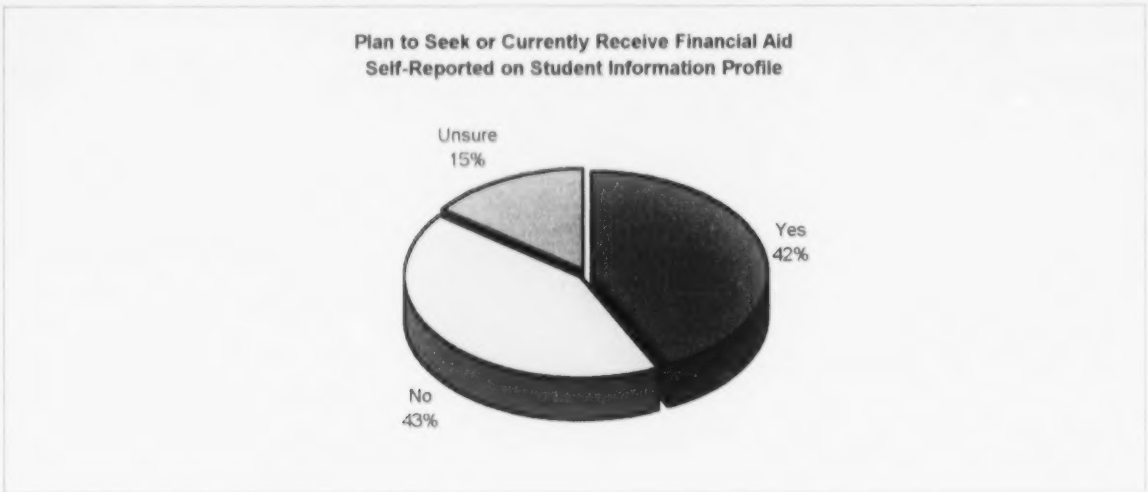
Disability Status	Number	Percent of Responses
Learning	47	49.5%
Mental	6	6.3%
Physical	42	44.2%



El Centro College 2000-2001 Fact Book
Source: Self-Reported on Student Information Profile

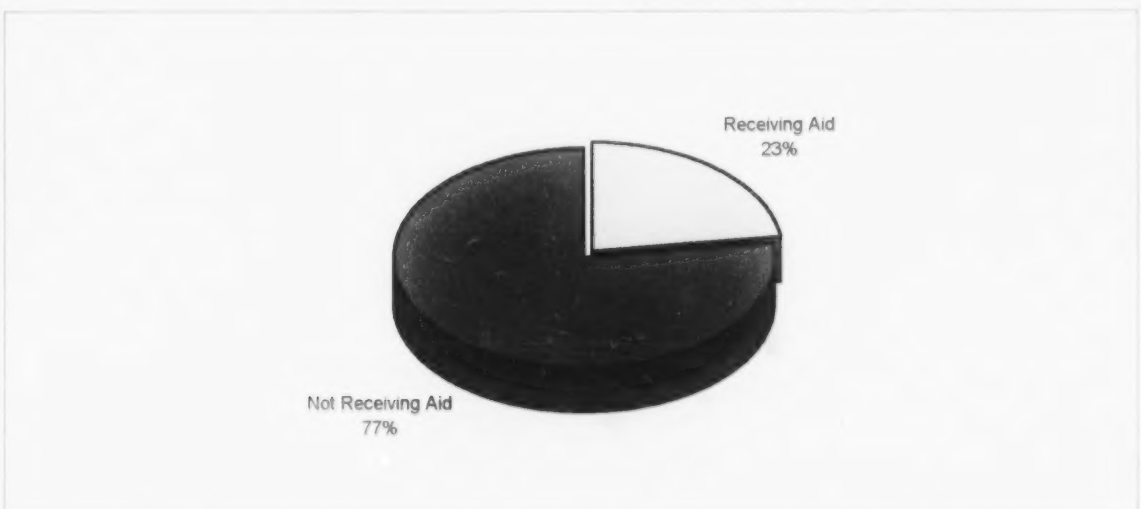
Student Information Profile Report, Academic Year 1999-2000, Unduplicated Annual Enrollment

Financial Aid Intention	Number	Percent of Responses
Yes	2,300	42.8%
No	2,291	42.6%
Unsure	789	14.7%



El Centro College, Fall 2000 Actual Financial Aid Received

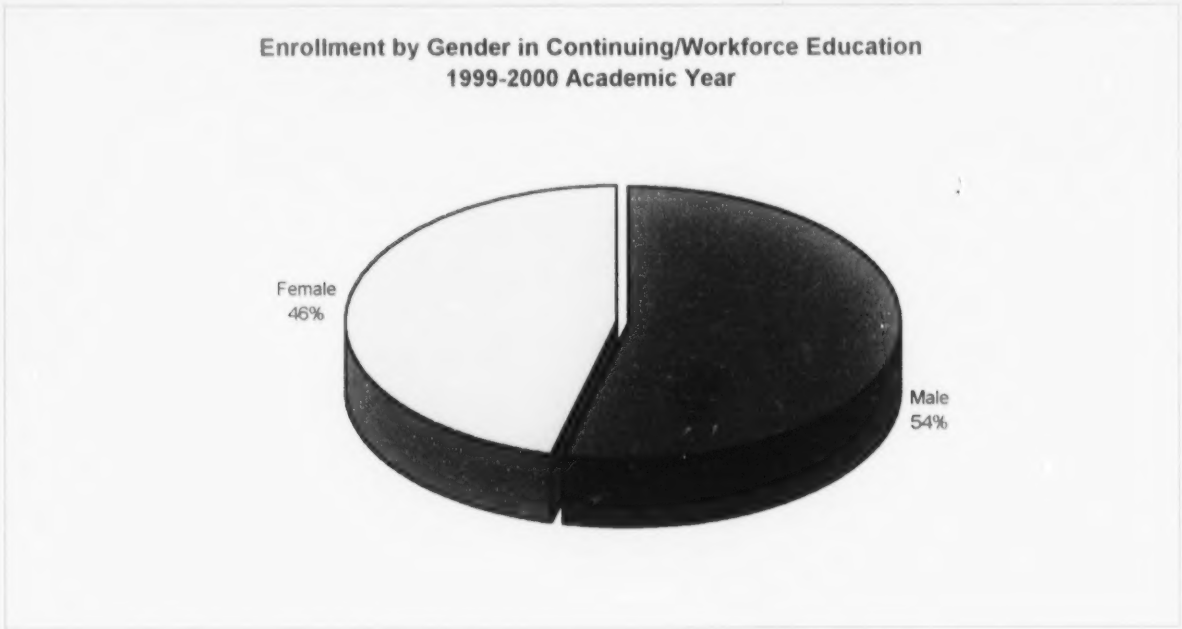
Students Who Received Financial Aid				Students Who Received Pell Grants			
N	Receiving Aid	Not Receiving Aid	Average Award	N	Receiving Aid	Not Receiving Aid	Average Award
970	23%	77%	$ 1,446	766	18%	82%	$ 1,357

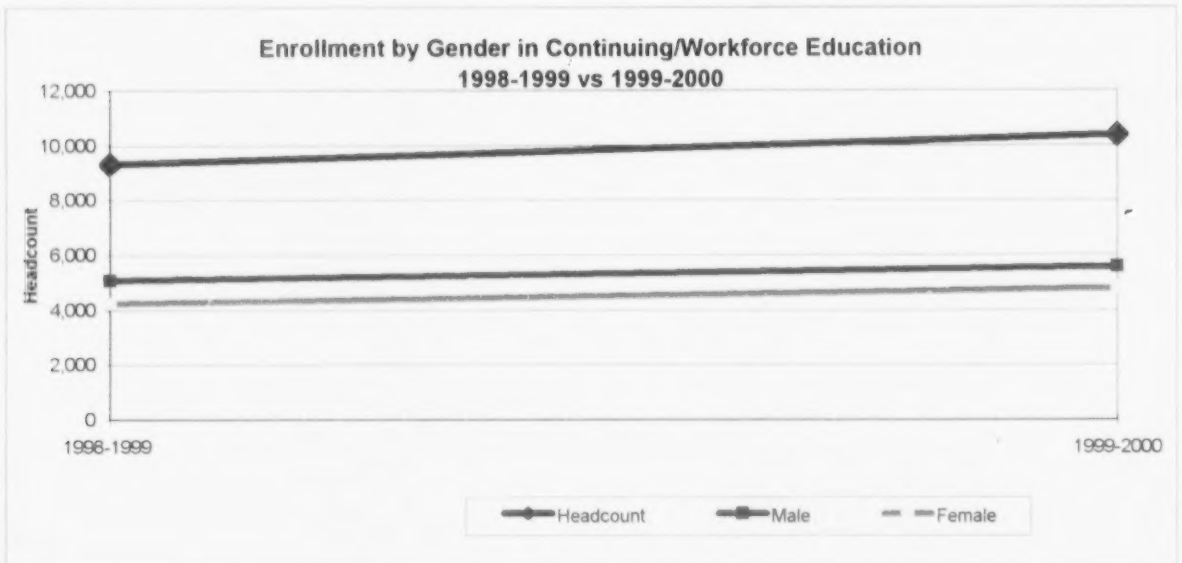


El Centro College 2000-2001 Fact Book
Source: Self-Reported on Student Information Profile

Continuing/Workforce Education
Enrollment by Gender, Academic Years 1998-99 to 1999-2000

	1998-1999	1999-2000	Percent Change
Headcount	9,309	10,364	11.3%
Male	5,054	5,571	10.2%
Female	4,229	4,793	13.3%
Unknown	26	0	

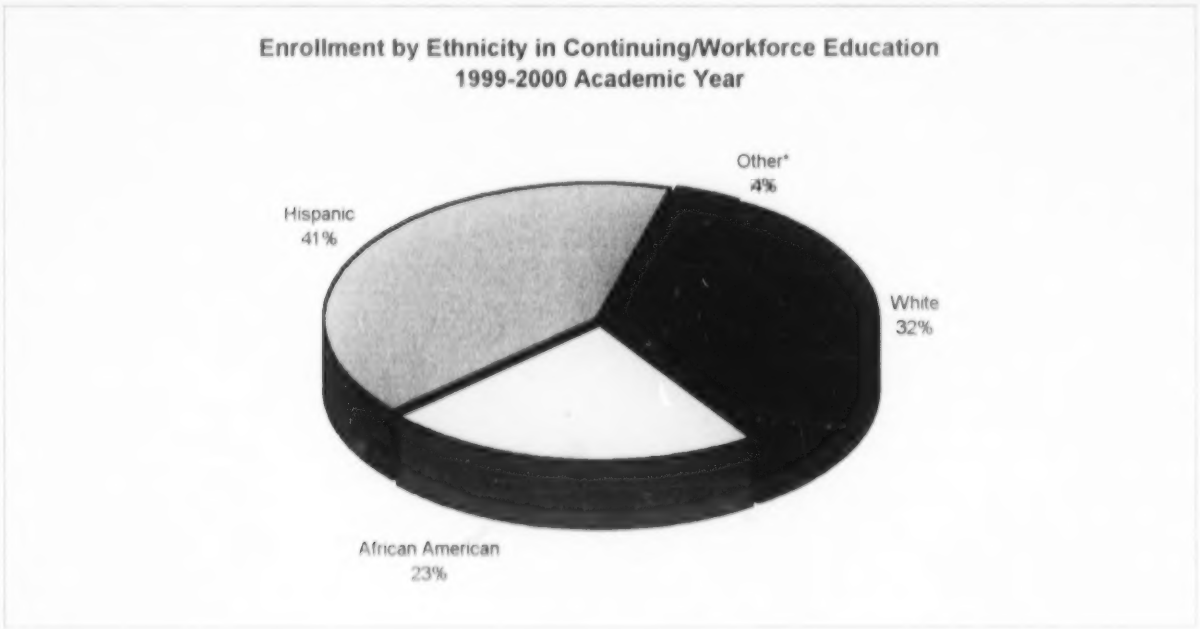


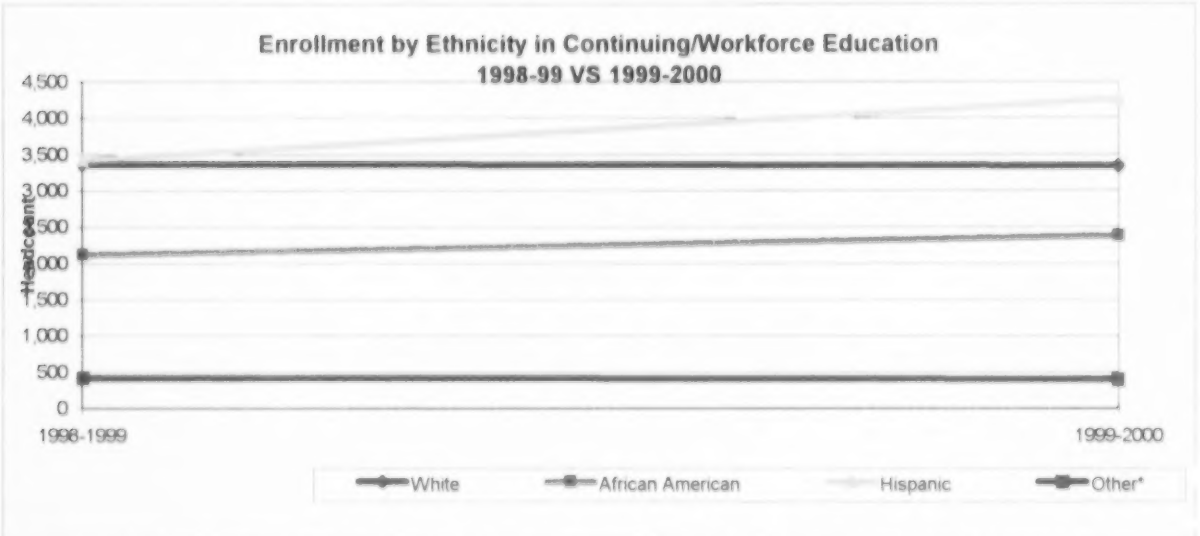


El Centro College 2000-2001 Fact Book
Source: Colleague Database Query

Continuing/Workforce Education
Enrollment by Ethnicity, Academic Years 1998-99 to 1999-2000

	1998-1999	1999-2000	Percent Change
White	3,364	3,333	-0.9%
African American	2,112	2,376	12.5%
Hispanic	3,418	4,260	24.6%
*Other**	415	395	-4.8%

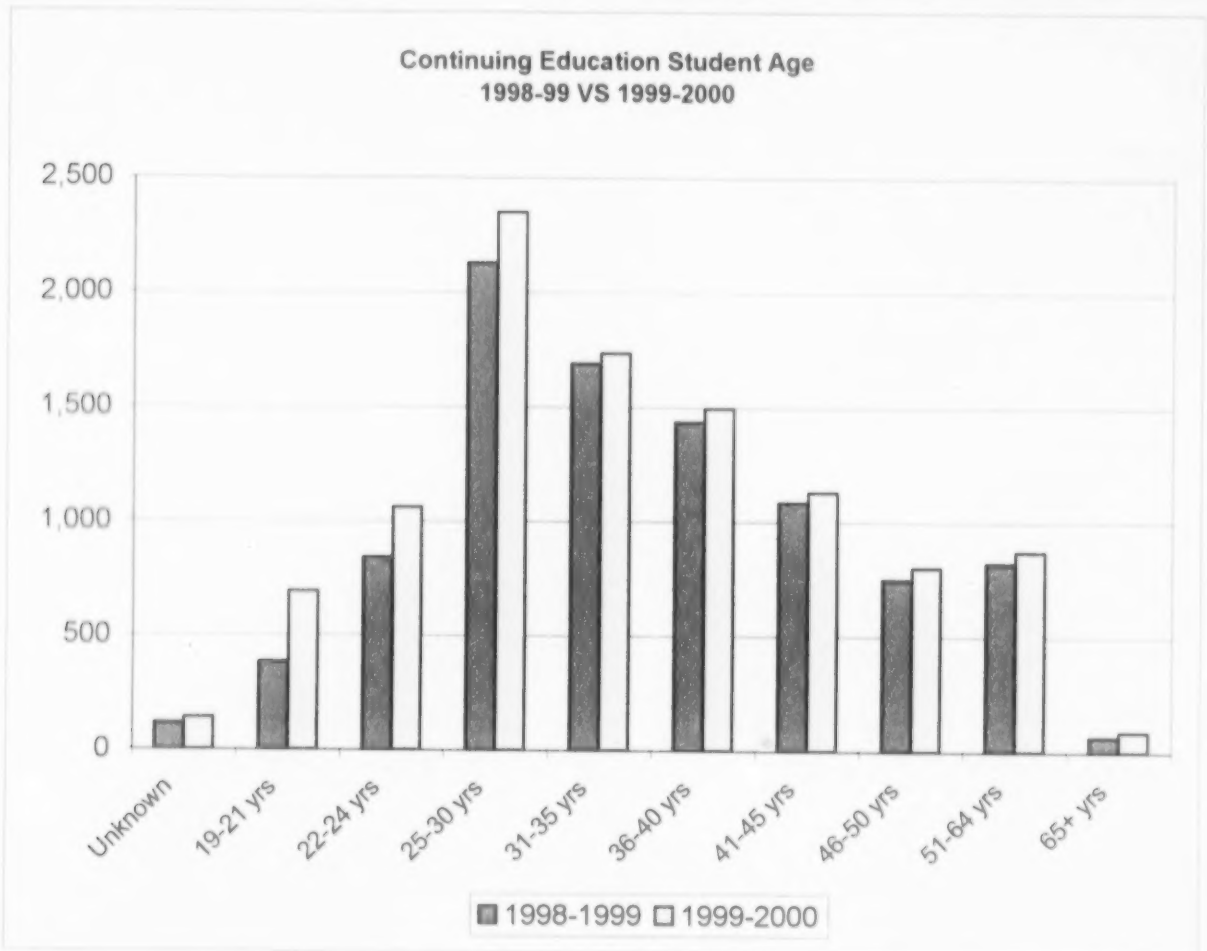




*Other includes Asian, Native American, International, and students of Unknown/Unreported Ethnicity.

Continuing/Workforce Education
Enrollment by Age Group, Academic Years 1998-99 to 1999-2000

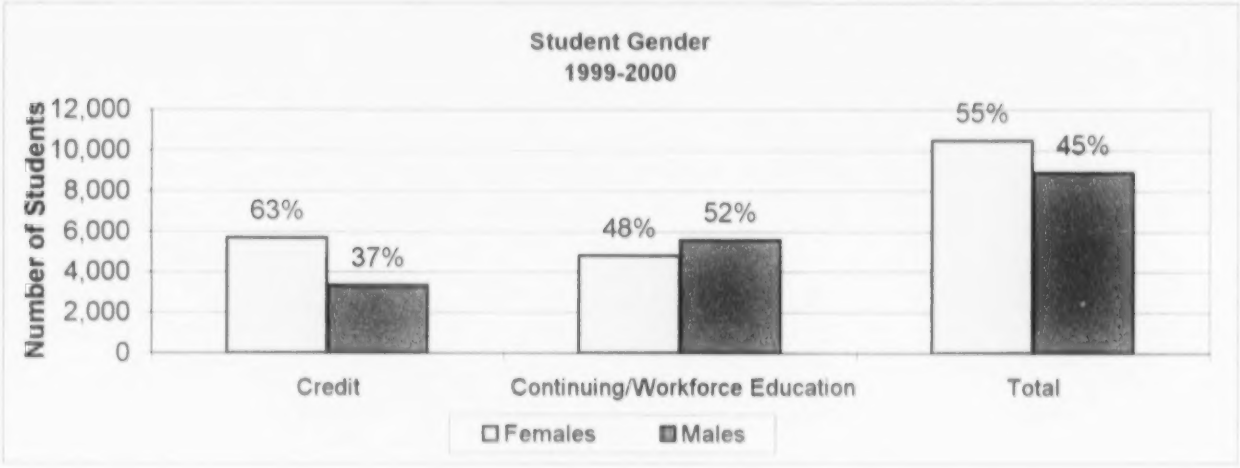
	1998-1999	1999-2000	Percent Change
Unknown	116	141	21.6%
19-21 yrs	384	694	80.7%
22-24 yrs	842	1,062	26.1%
25-30 yrs	2,126	2,350	10.5%
31-35 yrs	1,688	1,735	2.8%
36-40 yrs	1,434	1,493	4.1%
41-45 yrs	1,084	1,129	4.2%
46-50 yrs	749	801	6.9%
51-64 yrs	821	872	6.2%
65+ yrs	65	87	33.8%

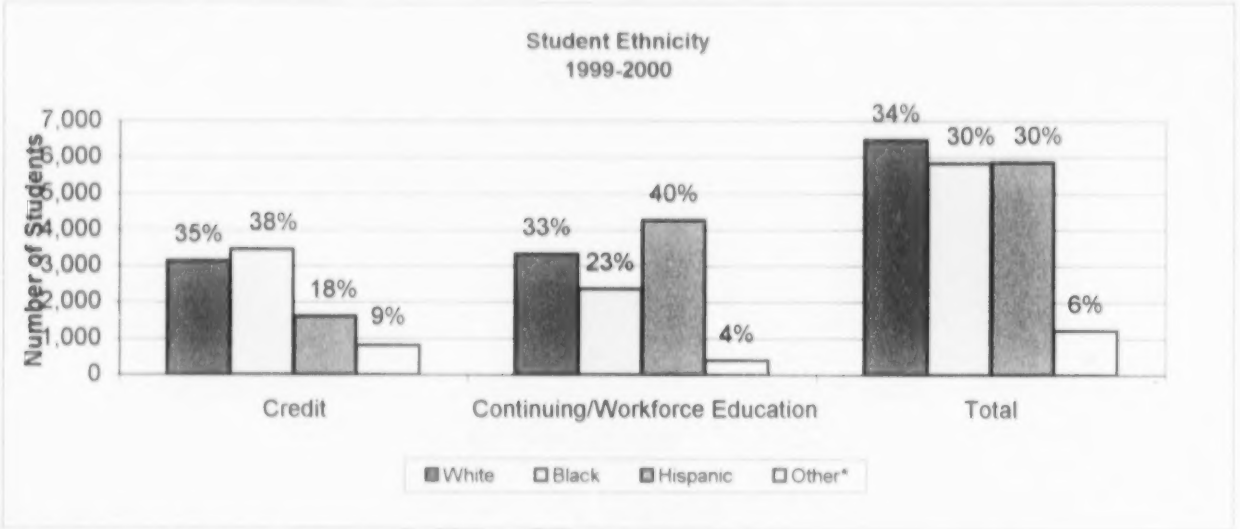


El Centro College 2000-2001 Fact Book
Source: Colleague Database Query

Comparison of Credit and Continuing/Workforce Education Students
El Centro College- Academic Year 1999-2000

Gender	*Credit*	*Continuing/Workforce Education*	***Total***
Females	5,680	4,793	10,473
Males	3,326	5,571	8,897
Unknown/Other	5	0	0
Ethnicity	*Credit*	*Continuing/Workforce Education*	***Total***
White	3,150	3,333	6,483
Black	3,453	2,376	5,829
Hispanic	1,610	4,260	5,870
Other*	798	395	1,213
Total	9,011	10,364	19,395





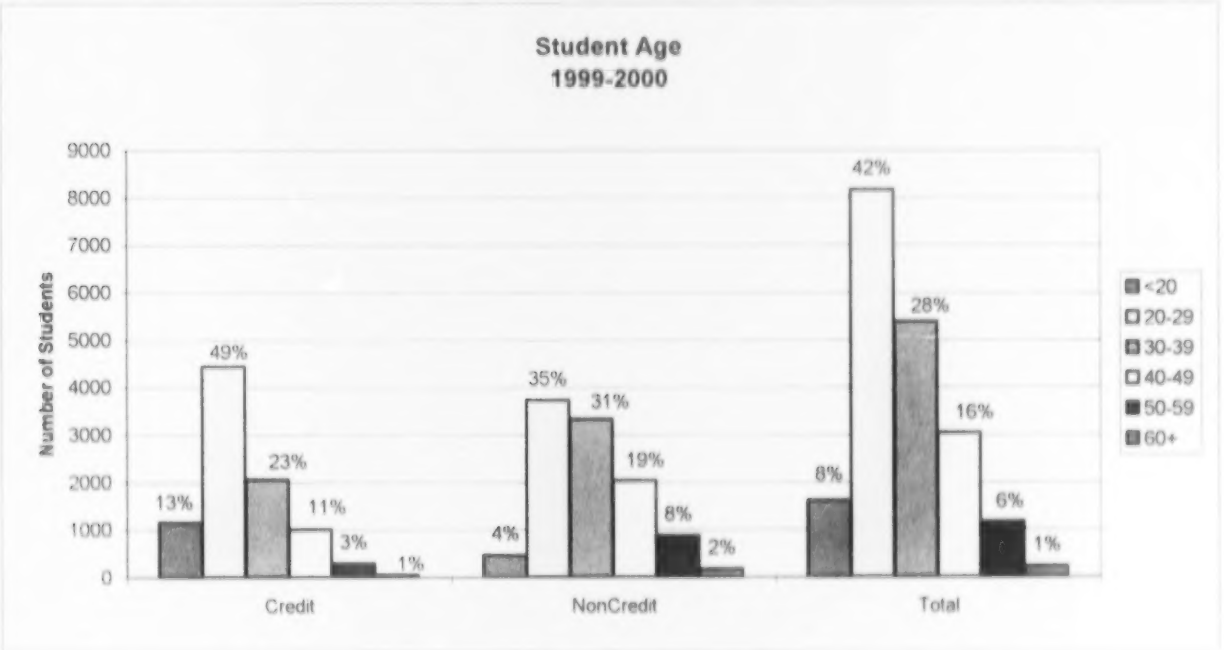
*Other includes Asian, International, and Native American students

El Centro College 2000-2001 Fact Book
Source: Colleague Database Query

Comparison of Credit and NonCredit Students
El Centro College- Academic Year 1999-2000

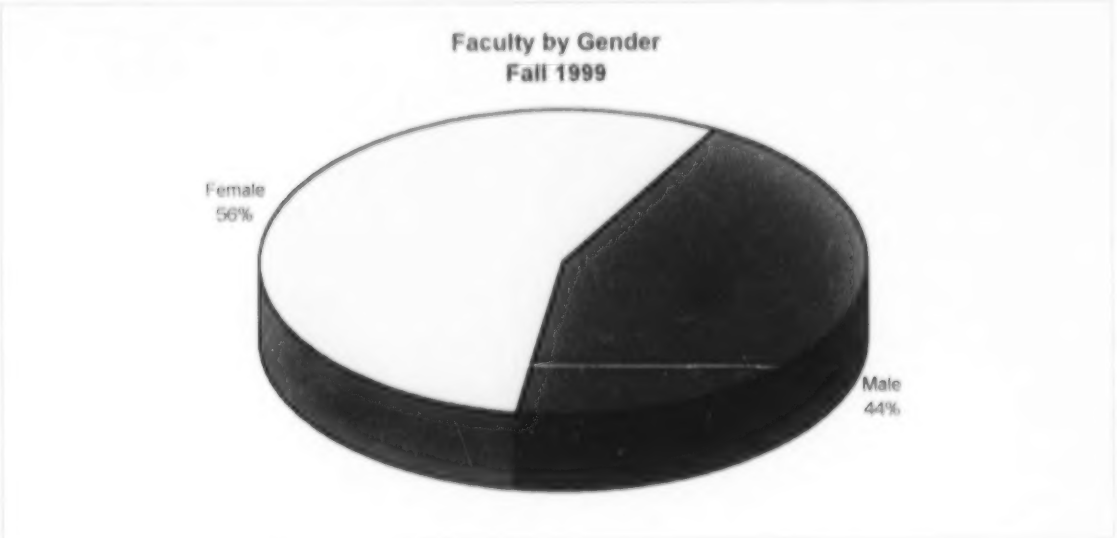
Age Ranges

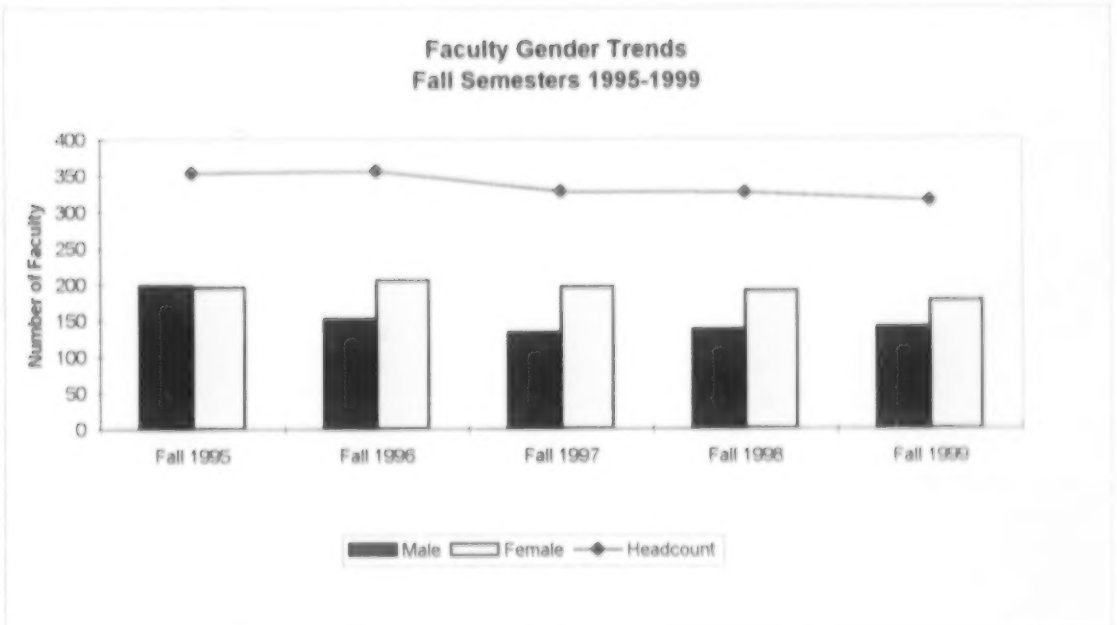
	Credit	*Continuing/Workforce Education*	***Total***
<20	1153	304	1457
20-29	4437	3528	7965
30-39	2061	3354	5415
40-49	1005	2067	3072
50-59	288	908	1196
60+	51	203	254
Total	8995	10364	19359



Faculty Characteristics
All Faculty by Gender- Fall Semesters 1995-1999

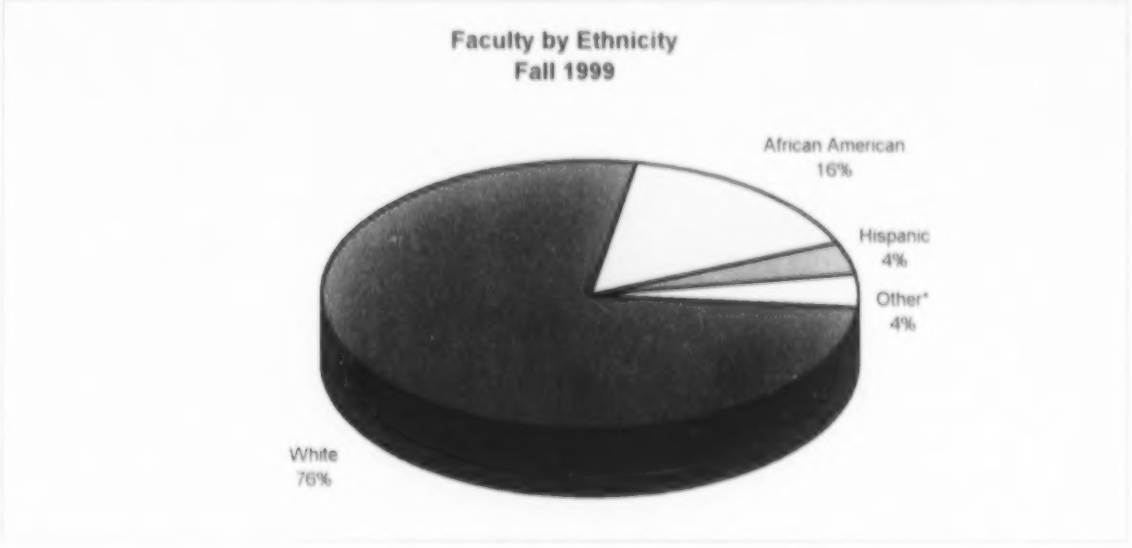
	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Male	198	151	132	136	139
Female	195	205	195	190	176
Headcount	353	356	327	326	315

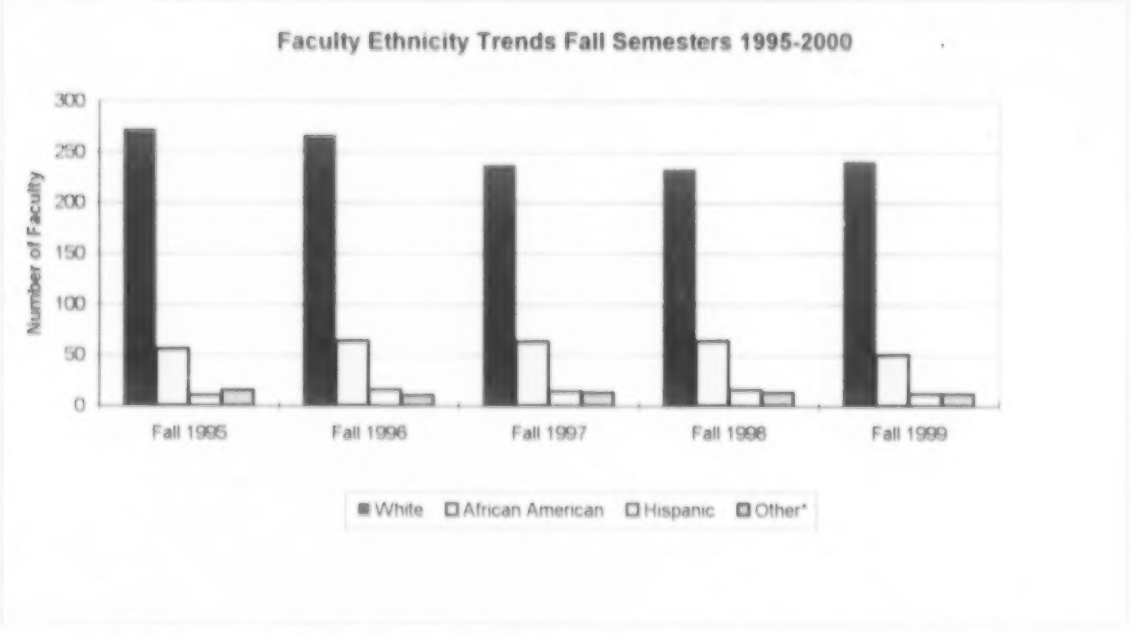




Faculty Characteristics
All Faculty by Ethnicity- Fall Semesters 1995-1999

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
African American	56	64	63	64	50
Hispanic	10	16	14	16	12
*Other**	15	10	13	13	12
White	272	266	237	233	241



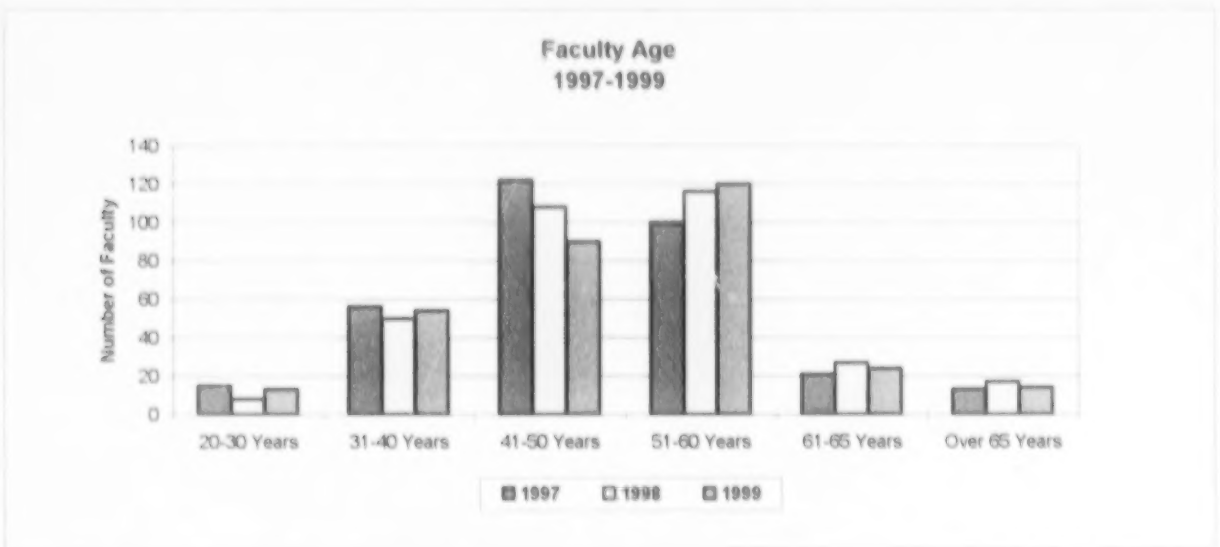


* Other includes Asian/Pacific Islander and Native American/Alaskan Native

El Centro College 2000-2001 Fact Book
Sources: Texas Higher Education Coordinating Board Statistical Reports-CBM008

Faculty Characteristics
All Faculty 1997-1999

Age Group						
Academic Yr.	20-30 Years	31-40 Years	41-50 Years	51-60 Years	61-65 Years	Over 65 Years
1997	15	56	122	100	21	13
1998	8	50	108	116	27	17
1999	13	54	90	120	24	14

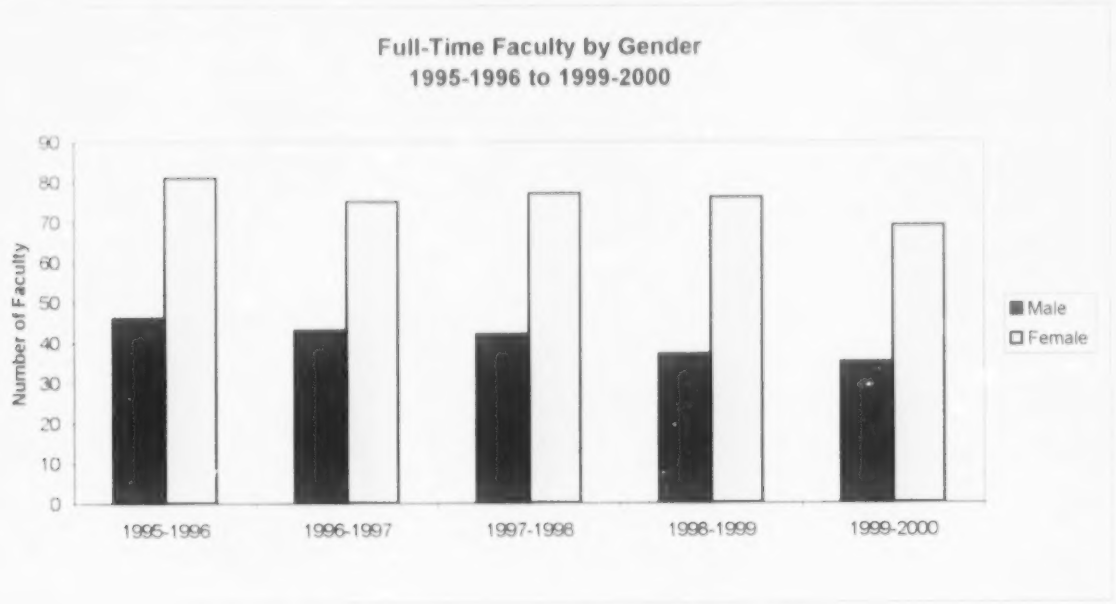


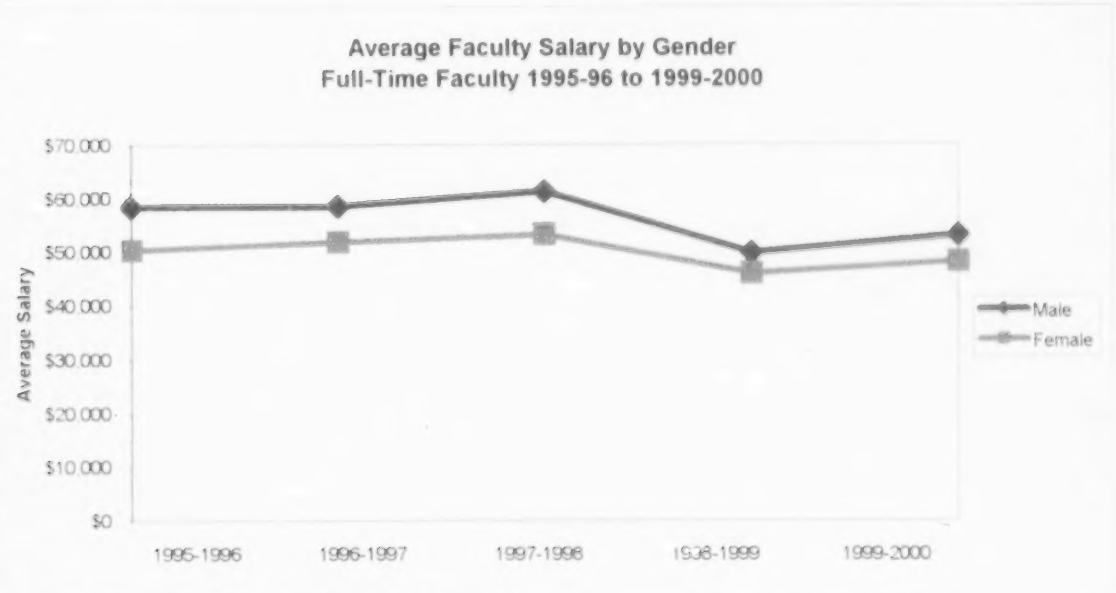
Highest Degree Earned	Doctorate	Master's	Other
1997	45	170	111
1998	47	176	102
1999	45	157	66

El Centro College 2000-2001 Fact Book
Sources: Texas Higher Education Coordinating Board Statistical Reports-CBM008

Faculty Characteristics
Full-Time Faculty by Gender*

	1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	N	Ave. Salary	N	Ave. Salary	N	Ave. Salary	N	Ave. Salary	N	Ave. Salary
Male	46	$58,317	43	$58,485	42	$61,206	37	$49,835	35	$53,049
Female	81	$50,390	75	$51,883	77	$53,220	76	$45,959	69	$48,111





*Full-Time Faculty on 9/10-Month Salary Contracts

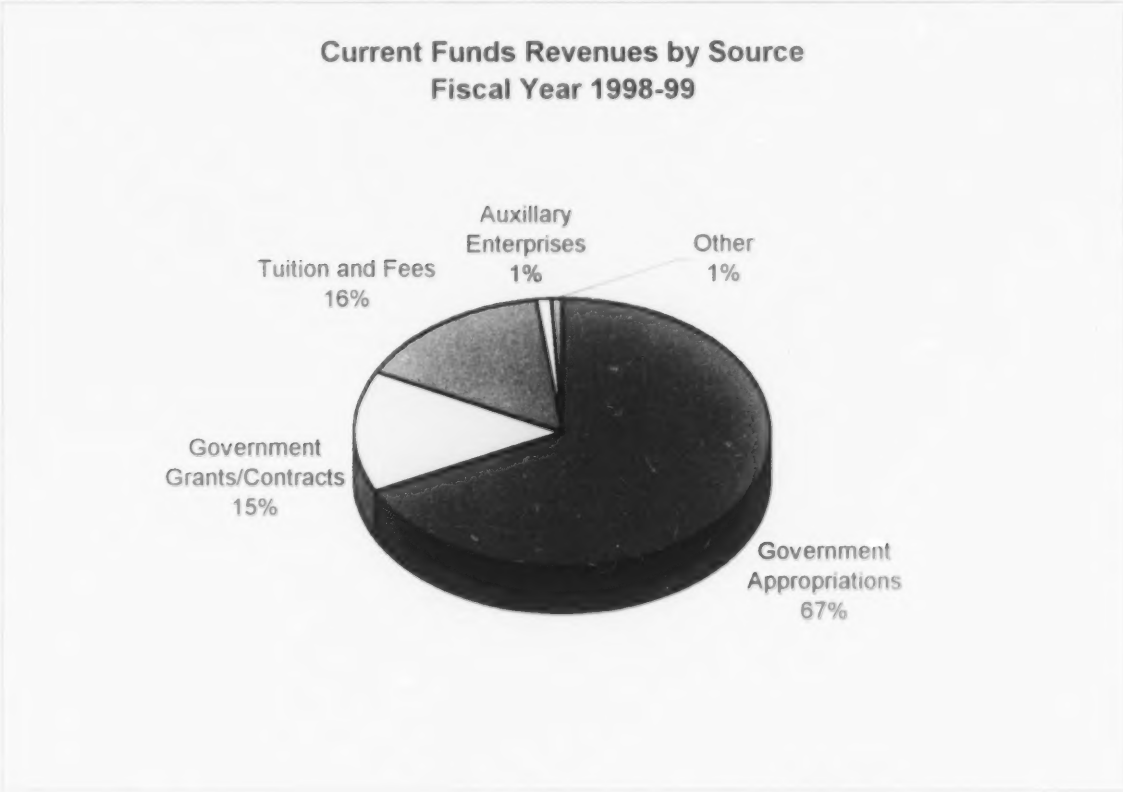
Comparison of El Centro College Personnel, Fall 1999-Fall 2000

	Fall 1999		Fall 2000		Difference	
	Number	Percent	Number	Percent	Number	Percent Change
Faculty	**345**	**61.7%**	**310**	**54.4%**	**-35**	**-10.1%**
Full-time	*101*	*29.3%*	*105*	*33.9%*	*4*	*4.0%*
White	80	79.2%	79	75.2%	-1	-1.3%
Black	14	13.9%	17	16.2%	3	21.4%
Hispanic	3	3.0%	5	4.8%	2	66.7%
Asian/P.I.	2	2.0%	2	1.9%	0	0.0%
Native American	2	2.0%	2	1.9%	0	0.0%
International	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Part-time	*244*	*70.7%*	*205*	*66.1%*	*-39*	*-16.0%*
White	160	65.6%	134	65.4%	-26	-16.3%
Black	53	21.7%	42	20.5%	-11	-20.8%
Hispanic	25	10.2%	18	8.8%	-7	-28.0%
Asian/P.I.	3	1.2%	5	2.4%	2	66.7%
Native American	2	0.8%	2	1.0%	0	0.0%
International	0	0.0%	0	0.0%	0	0.0%
Unknown	1	0.4%	4	2.0%	3	75.0%
Administrators	**26**	**4.7%**	**37**	**6.5%**	**11**	**42.3%**
Full-time	*25*	*96.2%*	*36*	*97.3%*	*11*	*44.0%*
White	15	60.0%	22	61.1%	7	46.7%
Black	6	24.0%	7	19.4%	1	16.7%
Hispanic	3	12.0%	6	16.7%	3	100.0%
Asian/P.I.	1	4.0%	1	2.8%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%
International	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Part-time	*1*	*3.8%*	*1*	*2.7%*	*0*	*0.0%*
White	1	100.0%	1	100.0%	0	0.0%
Black	0	0.0%	0	0.0%	0	0.0%
Hispanic	0	0.0%	0	0.0%	0	0.0%
Asian/P.I.	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%
International	0	0.0%	0	0.0%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Staff	**188**	**33.6%**	**223**	**39.1%**	**35**	**18.6%**
*Full-time**	*110*	*58.5%*	*128*	*57.4%*	*18*	*16.4%*
White	41	37.3%	44	34.4%	3	7.3%
Black	48	43.6%	58	45.3%	10	20.8%
Hispanic	21	19.1%	23	18.0%	2	9.5%
Asian/P.I.	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	2	1.6%	2	0.0%
International	0	0.0%	1	0.8%	1	25.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Part-time	*78*	*41.5%*	*95*	*42.6%*	*17*	*21.8%*
White	29	37.2%	29	30.5%	0	0.0%
Black	29	37.2%	41	43.2%	12	41.4%
Hispanic	13	16.7%	19	20.0%	6	46.2%
Asian/P.I.	2	2.6%	2	2.1%	0	0.0%
Native American	1	1.3%	1	1.1%	0	0.0%
International	4	5.1%	3	3.2%	-1	-25.0%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	**559**	**100.0%**	**570**	**100.0%**	**11**	**2.0%**

*Includes Limited Full-Time.

Current Funds Revenues by Source
Fiscal Year 1998-99

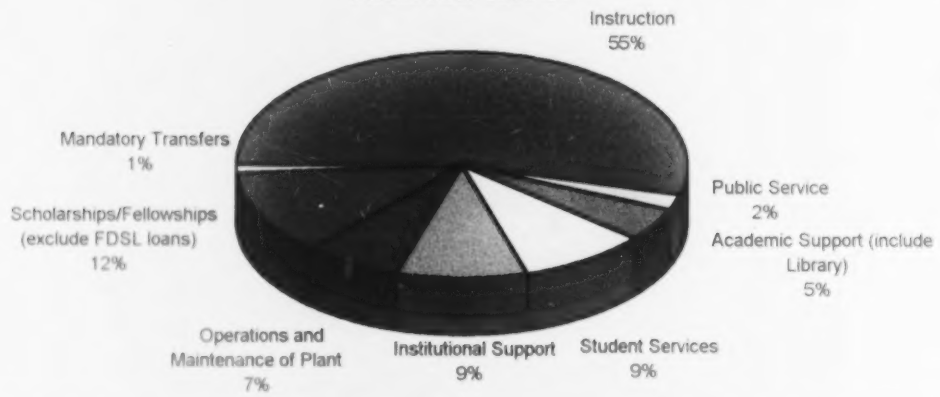
Source of Funds	Unrestricted	Restricted	Total
Tuition and Fees			
Total Tuition and Fees	**$ 3,774,039**	**$ -**	**$ 3,774,039**
Government Appropriations			
Federal (excludes FDSL loans)	$ -	$ -	$ -
State	$ 8,411,124	$ 1,788,406	$ 10,199,530
Local	$ 6,245,310	$ -	$ 6,245,310
Total Government Appropriations	**$ 14,656,434**	**$ 1,788,406**	**$ 16,444,840**
Government Grants & Contracts			
Federal (excludes FDSL loans)	$ 59,542	$ 3,155,375	$ 3,214,917
State	$ 6,911	$ 334,844	$ 341,755
Local	$ -	$ 46,541	$ 46,541
Total Government Grants & Contracts	**$ 66,453**	**$ 3,536,760**	**$ 3,603,213**
Auxillary Enterprises			
Total Auxillary Enterprises	**$ 255,303**	**$ -**	**$ 255,303**
Other Sources			
Total Other Sources	**$ 227,147**	**$ -**	**$ 227,147**
Total Current Funds Revenues	**$ 18,979,376**	**$ 5,325,166**	**$ 24,304,542**



Current Funds Expenditures by Function
Fiscal Year 1998-99

Function of Expenditures	Unrestricted	Restricted	Total	Wages
Educational and General				
Instruction	$ 11,568,474	$ 1,379,384	$12,947,858	$ 8,913,046
Public Service	$ 485,427	$ 56,537	$ 541,964	$ 417,657
Academic Support (include Library)	$ 963,365	$ 173,253	$ 1,136,618	$ 702,232
Student Services	$ 1,666,688	$ 526,199	$ 2,192,887	$ 1,593,794
Institutional Support	$ 1,869,666	$ 391,525	$ 2,261,191	$ 1,258,552
Operations and Maintenance of Plant	$ 1,607,824	$ 73,935	$ 1,681,759	$ 467,253
Scholarships/Fellowships (exclude FDSL loans)	$ 145,301	$ 2,724,333	$ 2,869,634	$ -
Mandatory Transfers	$ 292,802	$ -	$ 292,802	$ -
Total Educational and General	$ 18,599,547	$ 5,325,166	$23,924,713	$13,352,534
Auxillary Enterprises	$ 379,829	$ -	$ 379,829	$ 145,237
Total Current Funds Expenditures & Transfers	**$ 18,979,376**	**$ 5,325,166**	**$24,304,542**	**$13,497,771**

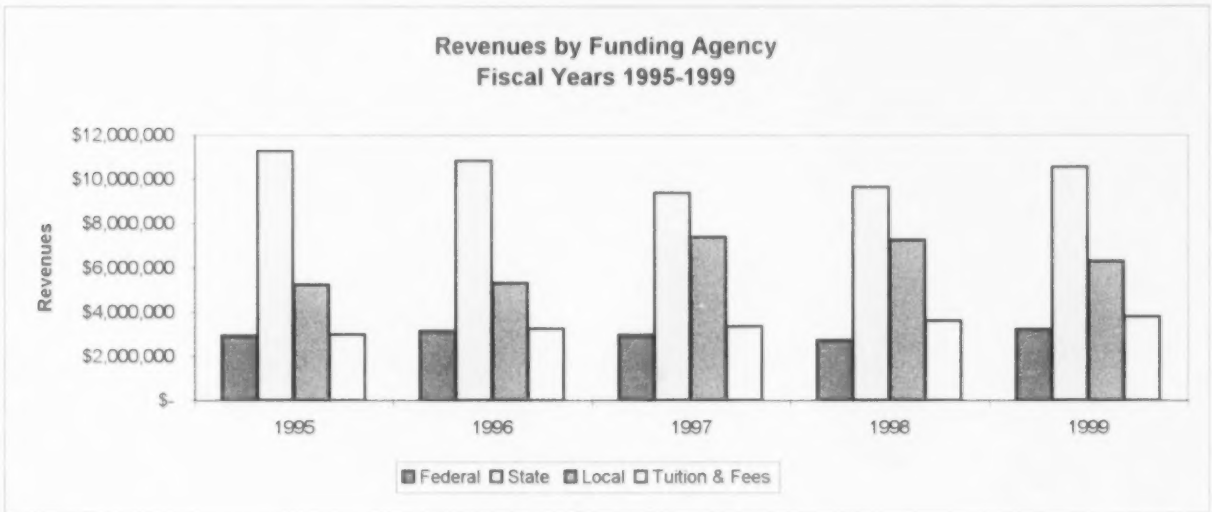
Educational and General Expenditures by Function
Fiscal Year 1998-99



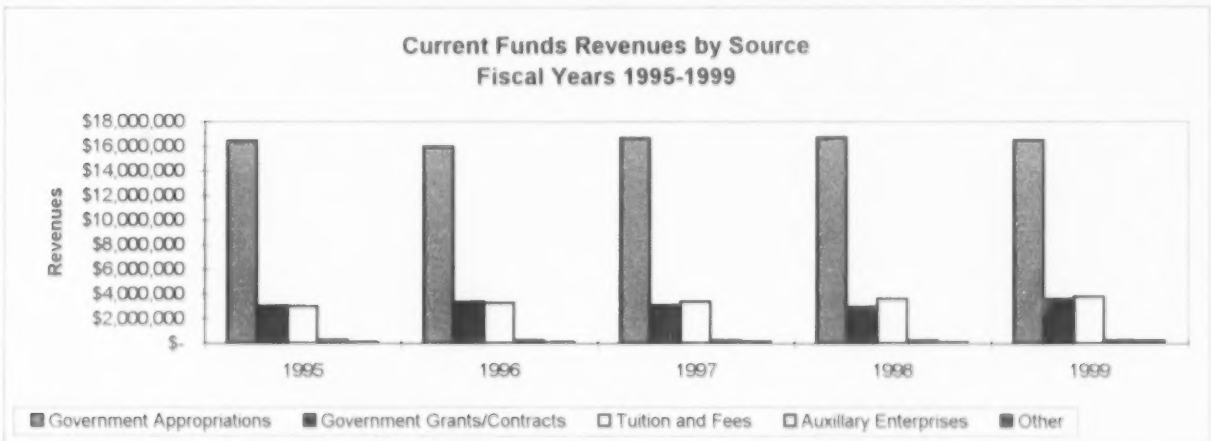
Proportion of Educational and General Expenditures
Used for Salaries and Wages (1998-99)

Current Funds Revenues by Source
Fiscal Years 1995-1999

Funding Agency	1995	1996	1997	1998	1999
Federal	$ 2,934,881	$ 3,135,468	$ 2,956,105	$ 2,720,957	$ 3,214,917
State	$ 11,279,200	$ 10,840,870	$ 9,394,211	$ 9,636,390	$ 10,541,285
Local	$ 5,247,890	$ 5,307,740	$ 7,379,906	$ 7,259,447	$ 6,291,851
Tuition & Fees	$ 2,981,607	$ 3,248,928	$ 3,349,008	$ 3,604,268	$ 3,774,039

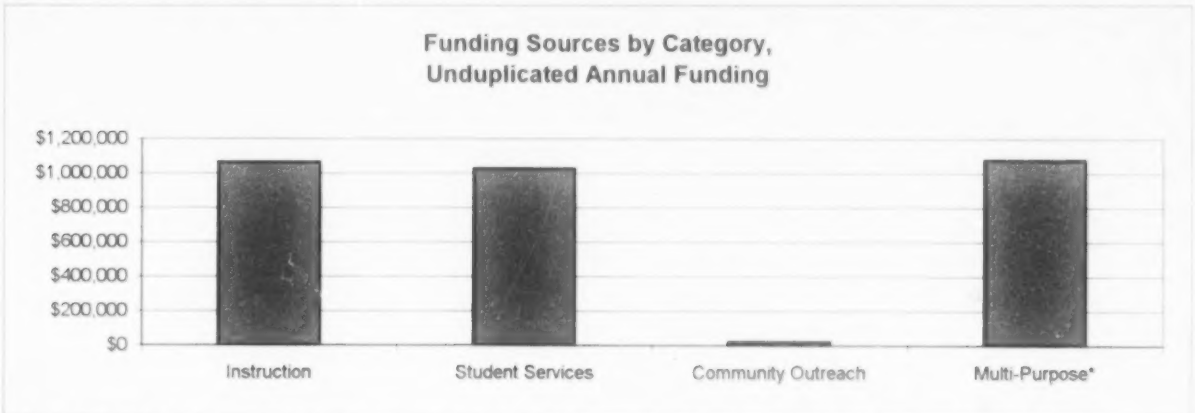


Source	1995	1996	1997	1998	1999
Government Appropriations	$ 16,417,190	$ 15,952,903	$ 16,662,178	$ 16,697,652	$ 16,444,840
Government Grants/Contracts	$ 3,044,781	$ 3,331,175	$ 3,068,044	$ 2,919,142	$ 3,603,213
Tuition and Fees	$ 2,981,607	$ 3,248,928	$ 3,349,008	$ 3,604,268	$ 3,774,039
Auxillary Enterprises	$ 262,199	$ 253,327	$ 238,719	$ 234,985	$ 255,303
Other	$ 92,628	$ 82,958	$ 155,814	$ 72,247	$ 227,147
Total	$ 22,798,405	$ 22,869,291	$ 23,473,763	$ 23,528,294	$ 24,304,542



Grants and External Funding
Procured in Fiscal Year 2000-2001

Program	Funding Source	Annual Amount	Number of Years	Category
Title III	USDE	$350,000	5	Instruction
21st Century Learning Center	USDE/Pegasus	$372,051	3	Instruction/ Community Outreach
GEAR UP	USDE	$324,000	5	Instruction/ Community Outreach
Workforce Development	City of Dallas	$97,600	1	Instruction
Perkins Annual	THECB	$292,284	1	Instruction/ Student Services
Student Support Services	USDE	$198,582	4	Student Services
Welfare to Work	WorkSource	$182,327	2	Student Services
Nursing	DFW Hospital Council	$110,000	2	Instruction
Alliance for Minority Participation	NSF/T A&M	$31,800	5	Student Services
TexPREP	WorkSource	$72,500	1	Instruction/ Community Outreach
Exxon Mobil Academy	Exxon-Mobil Foundation/ City of Dallas	$17,000	1	Instruction/ Community Outreach
TechPrep Follow-up	THECB	$10,000	1	Student Services
Job Location Development	USDE	$7,000	1	Student Services
Disability Services	Texas Rehabilitation Commission	$3,600	1	Student Services
Puppet Festival	DCCCD Foundation	$15,000	1	Community Outreach
Puppet Festival	City of Dallas	$3,494	1	Community Outreach
Bridges to Healthy Communities	AACC	$3,000	1	Student Services
Allied Health Project	TIF Board	$505,232	2	Instruction
Year Round Youth	WorkSource	$588,850	2	Student Services
Total Annual Amount:		**$3,184,320**		



*Multi-Purpose includes Instruction/Community Outreach and Instruction/Student Services categories.